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ABSTRACT

This edition of the State Board of Education Rules for Teacher Education establishes the standards for approval of institutions offering undergraduate and graduate teacher education programs for certification and includes the program requirements for preparation and assignment of school personnel for provisional certificates, endorsements and specialized programs. The rules and procedures included in this edition represent the implementation of newly mandated sections of the Texas Educational Code. All Texas colleges and universities engaged in the education of teachers will have the new standards as a guide for developing and strengthening their programs. Standards are outlined for: (1) institutional approval; (2) program requirements for provisional certificates and endorsement; and (3) requirements for provisional certificates and specialized assignments or programs. (JD)

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STATE BOARD OF EDUCATION RULES FOR TEACHER EDUCATION



1984 STANDARDS

- Institutional Approval
- Program Requirements for Provisional Certificates and Endorsements
- Requirements for Provisional Certificates and Specialized Assignments or Programs

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SP 026536

STATE BOARD OF EDUCATION RULES FOR TEACHER EDUCATION

1984 Standards

- **Institutional Approval**
- **Program Requirements for Provisional Certificates and Endorsements**
- **Requirements for Provisional Certificates and Specialized Assignments of Programs**

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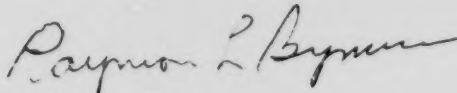
**Texas Education Agency
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Austin, Texas 78701**

FOREWARD

The 1984 edition of the State Board of Education Rules for Teacher Education establishes the standards for approval of institutions offering undergraduate and graduate teacher education programs for certification and includes the program requirements for preparation and assignment of school personnel for provisional certificates, endorsements and specialized programs.

The rules and procedures included in this edition represent the implementation of Texas Education Code Sections 13.031 and 13.032 as mandated by the 66th and 67th Texas Legislatures. The Commission on Standards for the Teaching Profession under requirements of Section 13.031 of the Texas Education Code made an extensive study of teacher education and related issues and recommended the new standards to the State Board of Education for approval.

All Texas colleges and universities engaged in the education of teachers will have the new standards as a guide for developing and strengthening their programs. The design of the standards is intended to ensure a high level of proficiency among students seeking certification as teachers for the schools in Texas that are charged with the responsibility of providing an education for the youth of this state.



Raymon L. Bynum
Commissioner of Education

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SUBCHAPTER K. 1984 STANDARDS FOR APPROVAL OF
INSTITUTIONS OFFERING UNDERGRADUATE TEACHER
EDUCATION PROGRAMS FOR CERTIFICATION

Source: The provisions of this Subchapter K adopted April 1984 unless otherwise noted.

§137.501 Standard I. Degree Granting Authority and Accreditation.

Statutory Citation

Texas Education Code §13.031(c):

"(c) The State Board of Education shall promulgate rules under which the Commission on Standards for the Teaching Profession shall recommend standards for teacher education and certification for certified personnel in public school districts operating elementary and/or secondary schools."

Texas Education Code §13.032(a):

"(a) The State Board of Education, with the advice and assistance of the state commissioner of education, is authorized to establish such rules and regulations as are not inconsistent with the provisions of this chapter and which may be necessary to administer the responsibilities vested under the terms of this chapter concerning the issuance of certificates and the standards and procedures for the approval or disapproval of colleges and universities offering programs of teacher education."

Rules

§137.501 Standard I. Degree Granting Authority and Accreditation.

(a) Standard. The institution shall be authorized by the State of Texas to grant degrees of at least the baccalaureate level, accredited by the Southern Association of Colleges and Schools, and approved by the Commission on Standards for the Teaching Profession.

(b) Evidence of compliance.

(1) The institution shall provide documentation of current and continuing authority to grant degrees, of at least the baccalaureate level, in the State of Texas.

(2) The institution shall provide documentation of current and continuing accreditation by the Southern Association of Colleges and Schools.

- (3) The institution shall provide documentation of current and continuing approval of programs by the Commission on Standards for the Teaching Profession. Branch institutions shall provide separate documentation from that provided by the parent institution.

§137.502 Standard II. Policy Commitment to Teacher Education.

- (a) Standard. The institution shall demonstrate a commitment to teacher education as an institutional objective through policy enactment.
- (b) Evidence of compliance.
 - (1) Short- and long-range planning documents of the institution shall confirm its commitment to teacher education as an institutional objective.
 - (2) The professional education unit shall be established at an organizational level within the institution that allows it to assume its responsibilities and fulfill its objectives.
 - (3) The administrative head of the professional education unit shall have authority and responsibility comparable to heads of other similar organizational units.
 - (4) The faculty workload policies shall be applied uniformly throughout the institution and shall be consistent with generally accepted practice and with consideration for student teaching supervision loads, practica, and internships in field-based laboratory settings.
 - (5) Each semester faculty workload for supervisors of student teachers shall facilitate effective and regular supervision and shall not exceed an average of two student teachers per semester hour of workload credit for all supervisors.
 - (6) The class size and structure of professional education courses shall allow for implementation of approved course and program objectives.
 - (7) The faculty evaluation and merit award system, including policies related to tenure, promotion, and salary increments, shall provide for recognition of performance in the full range of professional endeavors from scholarly activities on campus to innovative and creative field-related activities.
 - (8) The institution shall provide for continuing professional development opportunities for faculty in professional education.

§137.503 Standard III. Organizational Structure for Teacher Education.

- (a) Standard. The institution shall provide, through its organizational structure, a professional education unit with responsibility for the development and leadership of the teacher education programs.
- (b) Evidence of compliance.
 - (1) The responsibility for leadership and coordination of teacher education shall be vested in qualified individuals with leadership ability.
 - (A) The head of the professional education unit shall hold an earned doctorate from an accredited institution with preparation in professional education.
 - (B) The head of the professional education unit shall have a background of experience in public or private education, including at least three years of classroom teaching at the elementary or secondary level.
 - (C) The head of the professional education unit shall coordinate the teacher education programs of the institution.
 - (2) Individuals directing or assigned to areas of specialization, teaching fields, and endorsement components of teacher education programs shall have commensurate graduate preparation in the area of assignment.
 - (3) The institution shall provide for cooperative advisement of students between the professional education unit and the academic departments providing instruction in approved areas of specialization, teaching fields, and endorsements.
 - (4) The institution shall provide a procedure for interaction and consultation among faculty in those areas involved with teacher preparation.
 - (5) The professional education unit shall provide documentation, including employment opportunities, as evidence of educational need for all proposed areas of specialization, teaching fields, and endorsement areas at the time the proposal is submitted for approval to the Commission on Standards for the Teaching Profession.
 - (6) The professional education unit, following the formal review process of the institution, shall be responsible for approving and submitting program proposals to the Commission on Standards for the Teaching Profession for approval.

- (7) The institution shall place the responsibility for recommendations for certification with the head of the professional education unit.

§137.504 Standard IV. The Professional Education Unit.

- (a) Standard. The institution shall provide a professional education unit with responsibility for the institution's teacher education program.
- (b) Evidence of compliance.
- (1) The professional education unit (school, college, division, or department) shall be responsible for initiating, implementing, and evaluating the teacher education program based upon advice from the academic discipline faculty, the professional education faculty, public school personnel, and learned societies.
- (2) The administrative head (dean of education, chairman of education, or director of teacher education) shall direct and coordinate the teacher education program of the institution.
- (3) The professional education unit shall be responsible for the administration of admission policies for teacher education programs and the coordination of advisement activities for students preparing for certification as educators.
- (4) The professional education unit shall be identifiable in the institutional budget which shall provide for an administrative head, faculty and staff salaries, faculty development, maintenance and operating costs, travel, instructional services, and other support functions for teacher education.
- (5) The professional education unit shall be responsible for the organization of the local cooperative teacher education center in accordance with subchapter E of this chapter (relating to Local Cooperative Teacher Education Centers) and the Texas Education Code, §11.311.

§137.505 Standard V. General Program and Curriculum Characteristics.

- (a) Standard. The institution shall provide, within a baccalaureate degree program, at least the following three dimensions of curricula for teacher education students:
- (1) a broad-based general education curriculum;
- (2) teaching specialty curricula designed for Texas public school instructional assignments; and

- (3) a professional studies curriculum designed for specific roles in public school teaching.
- (b) Evidence of compliance.
- (1) The general education curriculum shall be designed to advance general literacy and to provide higher levels of proficiency in the skills of communication, information retrieval and processing, and effective interaction in a multicultural society.
 - (A) The general education curriculum shall include a pre-professional studies component that embraces approximately one-third of the undergraduate teacher education curriculum.
 - (B) The pre-professional studies component shall include studies in language and communication skills, mathematics, computer literacy, natural and social sciences, with electives to be selected from the behavioral sciences, other languages, economics, fine arts, and the humanities.
 - (C) The pre-professional studies component shall include those general studies required by statute or State Board of Education rules for certification.
 - (2) The institution shall provide a curriculum sequence in each approved teaching specialty that includes in the content the essential elements to be taught to public school students and complementary studies to provide for perspective, flexibility, and versatility in teaching.
 - (3) The professional studies component shall include laboratory experiences or clinical experiences with the study of theory.
 - (A) The professional studies component shall include the unique characteristics, behavior, differences, and learning needs of students.
 - (B) The professional studies component shall include a planned sequence for pre-student teaching experiences as well as student teaching in an accredited school setting in the teaching specialty for which the student is preparing to teach.
 - (C) The professional studies component shall provide opportunities for the student to learn about the professional practices, legal responsibilities, and organization of the education profession.

- (4) Each preparation program shall include studies of the multi-cultural character of American society with emphasis on working with the various types of students in the Texas school population.
- (5) The institution shall seek advice from the academic discipline faculty, the professional education faculty, and public school teachers, curriculum personnel, and administrators in determining the curriculum for teacher education students.
- (6) All programs in the teacher education curricula shall be developed from stated goals and objectives that reflect an awareness of the recommendations of practicing professionals and learned societies.
- (7) The programs submitted to the Commission on Standards for the Teaching Profession shall be accompanied by documentation of review by the local cooperative teacher education center.
- (8) The institution shall have clearly defined written procedures for approving transfer work from other institutions.
- (9) Candidates recommended for certification shall be required to show satisfactory performance on a comprehensive examination in each certificate area as required by the State Board of Education.

§137.506 Standard VI. Characteristics of Teacher Education Faculty.

- (a) Standard. The institution shall provide a sufficient number of faculty members who have appropriate preparation and experience to support the programs for which the institution is approved.
- (b) Evidence of compliance.
 - (1) General faculty qualifications.
 - (A) Faculty members shall possess documented subject matter expertise in one or more academic fields of specialization or areas of assignment.
 - (B) Documentation of demonstrated ability to teach effectively shall be accessible to accreditation teams for each member of the teaching faculty participating in teacher education programs.
 - (C) The institution shall provide qualified, full-time faculty members of sufficient number in each academic area or area of assignment to ensure students of contact with varying viewpoints in the area.

(2) Academic area faculty.

- (A) In each academic area, at least one faculty member shall hold an earned terminal degree from an accredited institution in an area commensurate to the assignment.
- (B) Each faculty member teaching upper-division courses included as part of an academic area shall hold at least an earned master's degree from an accredited institution in the area of assignment or the equivalent.
- (C) At least 30 percent of the courses provided in an academic area shall be taught by persons with earned terminal degrees in the area of assignment from accredited institutions.
- (D) College or university supervisors of student teachers shall have at least three years of teaching experience at the level for which teachers are being prepared.

(3) Professional education faculty.

- (A) Each faculty member who serves as a director of a component in the professional education unit shall have an earned doctorate from an accredited institution in an area commensurate to the assignment.
- (B) Each faculty member who serves as a director of a component in the professional education unit shall have a minimum of three years' experience at the level for which teachers are being prepared. Directors of all-level components shall have experience in at least one of the levels for which teachers are being prepared.
- (C) Each faculty member in the professional education unit shall hold at least an earned master's degree from an accredited institution with specialized preparation in the area of assignment.
- (D) At least 50 percent of the work provided in undergraduate professional education shall be taught by persons holding the earned doctorate in education from accredited institutions.
- (E) The majority of the full-time faculty and all teachers of education methods courses in the professional education unit shall have certification or the equivalent and at least three years of teaching experience at the level for which teachers are being prepared.

- (F) College or university supervisors of student teachers shall have at least three years of teaching experience at the level for which teachers are being prepared.
- (G) The institution shall provide appropriate and continuing professional development activities for faculty in the professional education unit.
- (H) Each faculty member who teaches a professional education course shall maintain a minimum of 90 clock hours of involvement in field situations with accredited schools every seven years.

§137.507 Standard VII. Student Development Services.

- (a) Standard. The institution shall provide student services through admission and retention policies, testing, counseling and advisement, and professional placement activities that are responsive to the unique needs of the student populations preparing to enter the education profession.
- (b) Evidence of compliance.
 - (1) The institution shall establish and maintain an approved plan for the administration of the state-adopted basic skills and competency tests.
 - (A) An existing testing center at an institution with approved teacher education programs may be used provided the plan for the center meets all testing center criteria and is approved by the Central Education Agency.
 - (B) An institution with approved teacher education programs may establish and operate a joint testing center by submitting a joint plan with another institution or institutions with approved teacher education programs which meets all testing center criteria and is approved by the Central Education Agency.
 - (2) The institution shall publish and disseminate the minimum acceptable scores established by the State Board of Education on the state-adopted basic skills test required for admission into the teacher education program. An institution which requires a score that exceeds the minimum score established by the State Board of Education shall publish and disseminate the fact that the score required by the institution exceeds the state minimum requirements.
 - (3) The institution shall publish and disseminate the minimum acceptable score established by the State Board of Education on

the state-adopted competency examinations required for certification in the areas of teacher preparation for which the institution is approved. An institution which requires a score that exceeds the minimum score established by the State Board of Education shall publish and disseminate the fact that the score required by the institution exceeds the minimum requirements.

- (4) The institution shall publish and disseminate specific admission and retention policies for the teacher education program and for student teaching.
 - (A) Candidates admitted to teacher education programs shall be required to achieve a satisfactory level of performance on a competency examination of basic skills as required by the State Board of Education.
 - (B) The admission and retention policies for teacher education shall state academic qualities, student performance, prerequisite field experience, personal and social qualities, and physical and mental health as indicators of fitness for the education profession.
 - (C) The admission and retention policies for student teaching shall state academic and performance standards as well as prerequisite field experiences.
- (5) The institution shall require candidates for teacher certification to have attained junior standing as defined and published by the respective institution prior to admission to the teacher education program.
- (6) The institution shall limit candidates for teacher certification to the completion of no more than six semester hours of professional education courses prior to admission to the teacher education program.
- (7) The institution shall have written documentation of admission to the teacher education program for each candidate for teacher certification.
- (8) The institution shall evaluate and accept transferred credits in accordance with published institutional policies.
- (9) The institution shall grant credit in professional education for correspondence courses, advanced placement, and independent studies in accordance with approved, published institutional policies.

- (10) The institution shall provide counseling and advisement to assist students in the professional preparation program.
- (A) Program counseling and advisement shall be administered and coordinated by the professional education faculty.
 - (B) Counseling and advisement about programs of study, performance standards, and career opportunities shall be provided before the student makes a substantial commitment to teacher education.
 - (C) Counseling and advisement services shall assist students in the appraisal of personal potential, diagnosis of individual needs, and referrals for remedial services.
 - (D) Counseling and advisement services shall provide procedures for directing students into other fields of study when advisable.
 - (E) The institution shall have an information system that provides current data on student performance and progress for counseling and advising.
- (11) The institution shall provide placement services to assist teacher education graduates seeking professional employment.
- (A) The institution shall list professional positions known to be currently available.
 - (B) The institution shall make available information about the qualifications and potential of teacher education graduates to school districts on request.
 - (C) The institution shall provide opportunities for employers to interview students on campus.

§137.508 Standard VIII. Facilities and Resources for Teacher Education.

- (a) Standard. The institution shall provide and maintain accessibility to physical facilities and learning resources necessary to achieve the objectives of its teacher education programs.
- (b) Evidence of compliance.
 - (1) The physical facilities shall meet the operational requirements of the objectives of the teacher education programs.
 - (2) The physical facilities provided for the professional education unit shall be comparable in quality and appropriateness to those provided by the institution for other areas of professional study.

- (3) The physical facilities for programs and faculty shall facilitate professional communication.
- (4) Specialized facilities, such as clinics and laboratories, shall be provided and equipped as required for each program area for which the institution is approved.
- (5) Instructional media in multiple formats shall be provided for faculty and students.
- (6) Facilities, equipment, and materials for the preparation of instructional media shall be provided as required for each program area for which the institution is approved.
- (7) The annual library budget, exclusive of capital costs and maintenance, shall be at least six percent of the total educational and general budget of the institution.
- (8) The annual library budget shall provide for acquisition of materials for instruction and research for the professional education unit and for each program area for which the institution is approved.
- (9) Acquisition guidelines for library collections shall provide for input from faculty and regular notification of additions.
- (10) The library shall be accessible to faculty and students a minimum of 60 hours per week. A regular schedule of operation which shall include hours during and in addition to the schedule of classes shall be established and published.
- (11) The library shall provide one professionally prepared librarian and two clerks for each 500 full-time equivalent students or major fraction thereof.
- (12) Each professional librarian shall hold a five-year degree in library science or shall be a subject specialist, holding a graduate degree, on assignment to a special library collection.
- (13) The library holdings shall equal or exceed 50 volumes per full-time equivalent student and total not fewer than 50,000 volumes.
- (14) The periodical collection shall contain no fewer than 250 current titles, including complete volumes for the last five years. A minimum of 75 titles which are listed in Education Index shall be included.
- (15) The professional education collection shall equal or exceed five volumes per full-time equivalent student and total not fewer than 5,000 volumes.

- (16) The professional education collection shall include accessibility through avenues such as inter-library loan service or arrangements with a regional education service center for use of the currently adopted state textbooks for all grade levels in programs for which the institution is approved.
- (17) The professional education collection shall maintain state and local curriculum guides in each program area for which the institution is approved.
- (18) The professional education collection shall contain sample testing and measurement instruments, including standardized formats.
- (19) The education collection shall be the responsibility of a professional librarian holding a five-year degree in library science or a graduate degree in education with specific library training.
- (20) The library holdings to support elementary education programs shall contain not fewer than 7,500 volumes and shall include collections in children's literature, non-fiction, and non-print materials.
- (21) The library holdings to support secondary education programs shall contain not fewer than 7,500 volumes and shall include collections in adolescent literature, non-fiction, and non-print materials.
- (22) The institution shall have a means accessible to students to purchase textbooks and supplementary materials required for all courses.

§137.509 Standard IX. Financial Support for Teacher Education.

- (a) Standard. The institution shall provide financial support for sustaining approved programs for professional education at an effective level.
- (b) Evidence of compliance.
 - (1) The allocation of financial resources to teacher education programs and support operations shall be a clearly defined written process and shall include budgetary components for administration, faculty and staff salaries, faculty development, maintenance and operating costs, travel, instructional services, and other support functions.
 - (2) Professional education representatives shall participate in the institution's allocation process, its review and continuing development.

- (3) Requests for allocations of financial resources for teacher education programs and authority for expenditure of the resources allocated to the professional education unit shall be the responsibility of the administrative head of that unit.
- (4) Funds allocated and expended for teacher education programs shall be adequate and be based upon factors which must include but need not be limited to the following:
 - (A) college or university and program enrollments;
 - (B) program productivity and school needs served;
 - (C) special operation and support needs of teacher education programs, including supervisory travel, participation in professional meetings, clerical assistance, and professional service activities;
 - (D) laboratory and field settings required by the type, size, and unique needs of approved programs; and
 - (E) level of developmental support provided for program innovation, assessment of program relevance to school needs, and program quality improvement.
- (5) The institution shall have a systematic process that requires internal budgetary and fiscal responsibility.

§137.510 Standard X. Collaborative Planning and Review Processes.

- (a) Standard. The institution shall provide a process for collaborative planning and review of teacher education programs.
- (b) Evidence of compliance.
 - (1) The planning and review process for teacher education programs shall involve representatives of the practicing profession including public school teachers and administrators, faculties in professional and academic discipline areas for which the institution is approved, and students and graduates of the program.
 - (2) The institution shall maintain active membership in a local cooperative teacher education center in accordance with subchapter E of this chapter (relating to Local Cooperative Teacher Education Centers) and the Texas Education Code, §11.311.
 - (3) The initiative for organization of local cooperative teacher education centers shall be the responsibility of the professional education unit of the institution. The organization

of the local cooperative teacher education centers shall be based upon a written agreement among participating members.

- (4) The institution shall provide for internal collaborative review and advisement regarding teacher education programs which involves faculty representation from approved programs and students enrolled in the teacher education program.

§137.511 Standard XI. Evaluation for Quality Control.

- (a) Standard. The institution shall have a process for evaluation of its teacher education organizational and policy structure, administrative processes, financial support, faculty performance, student services, programs and curriculum facilities and resources, collaborative activities, and evaluative systems.
- (b) Evidence of compliance.
 - (1) The evaluation process shall include a procedure for collecting information from faculty, students, public school educators, graduates, and others concerning the teacher education program.
 - (2) The institution shall provide for a continuous and systematic process of follow-up and evaluation of its teacher education graduates.
 - (3) The continuous planning, review, and development of the teacher education program shall respond to needs identified through the evaluation process.

§137.512 Effective Date.

- (a) Effective September 1, 1985, all institutions approved to offer undergraduate teacher education programs must be in compliance with the institutional standards described in this subchapter.
- (b) As of the effective date of this subchapter, all institutions seeking initial approval to offer teacher education programs and all new provisional programs must be in compliance with the standards in this subchapter.

SUBCHAPTER L. 1984 STANDARDS FOR APPROVAL OF
INSTITUTIONS OFFERING GRADUATE PROFESSIONAL
EDUCATION PROGRAMS FOR CERTIFICATION

Source: The provisions of this Subchapter L adopted April 1984 unless otherwise noted.

§137.531 Standard I. Graduate Degree Granting Authority and Accreditation.

- (a) Standard. The institution shall be authorized by the State of Texas to grant advanced degrees at the level required for approved certificate programs, accredited by the Southern Association of Colleges and Schools, and approved by the Commission on Standards for the Teaching Profession.
- (b) Evidence of compliance.
 - (1) The institution shall provide documentation of current and continuing authority to grant advanced degrees in the State of Texas.
 - (2) The institution shall provide documentation of current and continuing accreditation by the Southern Association of Colleges and Schools.
 - (3) The institution shall provide documentation of current and continuing approval of programs by the Commission on Standards for the Teaching Profession. Branch institutions shall provide separate documentation from that provided by the parent institution.

§137.532 Standard II. Policy Commitment to Graduate Teacher Education.

- (a) Standard. The institution shall demonstrate a commitment to graduate teacher education as an institutional objective through policy enactment.
- (b) Evidence of compliance.
 - (1) Short- and long-range planning documents of the institution shall confirm a commitment to graduate teacher education as an institutional objective.
 - (2) The professional education unit shall be established at an organizational level within the institution that allows it to assume its responsibilities and fulfill its objectives.

- (3) The administrative head of the professional education unit shall have authority and responsibility comparable to heads of other similar organizational units.
- (4) The graduate faculty workload policies shall be applied uniformly throughout the institution and shall be consistent with generally accepted practice and with consideration for student teaching supervision loads, practica, and internships in field-based laboratory settings.
- (5) Each semester the faculty workload for supervisors of student teachers shall facilitate effective and regular supervision and shall not exceed an average of two student teachers per semester hour of workload credit for all supervisors.
- (6) The class size and structure of professional education courses shall allow for implementation of approved course and program objectives.
- (7) The faculty evaluation and merit award system, including policies related to tenure, promotion, and salary increments, shall provide for recognition of performance in the full range of professional endeavors from scholarly activities on campus to innovative and creative field-related activities.
- (8) The institution shall provide for continuing professional development opportunities for faculty in professional education.

§137.533 Standard III. Organizational Structure for Graduate Teacher Education.

- (a) Standard. The institution shall provide, through its organizational structure, a professional education unit with responsibility for the development and leadership of the graduate teacher education programs.
- (b) Evidence of compliance.
 - (1) The responsibility for leadership and coordination of graduate teacher education shall be vested in qualified individuals with leadership ability.
 - (A) The head of the professional education unit shall hold an earned doctorate from an accredited institution with preparation in professional education.
 - (B) The head of the professional education unit shall have a background of experience in public or private education, including at least three years of classroom teaching at the elementary or secondary level.

- (C) The head of the professional education unit shall coordinate the graduate teacher education programs of the institution.
- (2) Individuals directing or assigned to areas of specialization, teaching fields, certification, and endorsement components of graduate teacher education programs shall have commensurate graduate preparation in the area of assignment.
- (3) The institution shall provide for cooperative advisement of graduate students between the professional education unit and the academic departments providing instruction in approved areas of specialization, teaching fields, certification, and endorsements.
- (4) The institution shall provide a procedure for interaction and consultation among faculty in those areas involved with graduate professional preparation.
- (5) The professional education unit shall provide documentation, including employment opportunities, as evidence of educational need for all proposed graduate level certificate programs at the time the proposal is submitted for approval to the Commission on Standards for the Teaching Profession.
- (6) The professional education unit, following the formal review process of the institution, shall be responsible for approving and submitting graduate program proposals to the Commission on Standards for the Teaching Profession for approval.
- (7) The institution shall place the responsibility for recommendations for certification with the head of the professional education unit.

§137.534 Standard IV. Professional Education Unit.

- (a) Standard. The institution shall provide a professional education unit with responsibility for the institution's graduate teacher education program.
- (b) Evidence of compliance.
 - (1) The professional education unit (school, college, division, or department) shall be responsible for initiating, implementing, and evaluating the graduate teacher education program based upon advice from the academic discipline faculty, the professional education faculty, public school personnel, and learned societies.
 - (2) The administrative head (dean of education, chairman of education, or director of teacher education) shall direct and

coordinate the graduate teacher education program of the institution.

- (3) The professional education unit shall be responsible for the coordination of advisement activities for graduate students preparing for certification as educators.
- (4) The professional education unit shall be identifiable in the institutional budget which shall provide for an administrative head, faculty and staff salaries, faculty development, maintenance and operating costs, travel, instructional services, and other support functions for teacher education.
- (5) The professional education unit shall be responsible for the organization of the local cooperative teacher education center in accordance with subchapter E of this chapter (relating to Local Cooperative Teacher Education Centers) and the Texas Education Code §11.311.

§137.535 Standard V. Graduate Program and Curriculum Characteristics.

- (a) Standard. The institution shall provide graduate programs and curricula that include at least the following dimensions:
 - (1) content for teaching specialty or professional assignment;
 - (2) relevant theory from supporting disciplines;
 - (3) practical experience appropriate to the certificate; and
 - (4) development of applicable research skills.
- (b) Evidence of compliance.
 - (1) The graduate level professional preparation programs in education shall include work that is characteristic of and comparable to graduate study in other professional programs of the institution.
 - (A) The curriculum shall integrate studies in theory from disciplines relevant to the professional role for which students are being prepared.
 - (B) The curriculum shall include research methodology applicable to the field of professional preparation.
 - (2) Each graduate level preparation program shall include advanced study in the content of certification areas or teaching specialty fields for which students are being prepared or in

which they are renewing certificates.

- (A) The institution shall require for each major at least 18 semester hours of courses that are open only to graduate students.
- (B) All courses in an approved graduate level certificate program shall be offered at least once every three years.
- (3) Each graduate level professional preparation program shall include appropriate practical experience in the certification area.
 - (A) The curriculum shall include appropriate laboratory, clinical, and field experiences through which students conceptualize principles and interpret their application to practical problems.
 - (B) Practica, internships, and similar field experiences shall be provided in graduate professional preparation programs.
- (4) Each graduate professional preparation program shall include studies of the multicultural character of American society with emphasis on working with the various types of students in the Texas school population.
- (5) The institution shall offer graduate majors in at least two disciplines other than professional education.
- (6) All programs in the graduate teacher education curricula shall be developed from stated goals and objectives that reflect an awareness of the recommendations of practicing professionals and learned societies.
- (7) All proposed programs submitted to the Commission on Standards for the Teaching Profession shall be accompanied by documentation of review by the local cooperative teacher education center.
- (8) The institution shall have a policy statement that places a time limitation on the counting of courses for graduate degree credit.
- (9) Candidates for graduate degrees shall be required to demonstrate proficiency through a comprehensive examination or equivalent culminating experience.
- (10) Candidates recommended for certification shall be required to show satisfactory performance on a comprehensive examination in each certificate area as required by the State Board of Education.

§137.536 Standard VI. Characteristics of Graduate Teacher Education Faculty.

- (a) Standard. The institution shall provide a sufficient number of faculty members who have appropriate preparation and experience to support the graduate professional preparation programs for which the institution is approved.
- (b) Evidence of compliance.
 - (1) Faculty members shall possess documented subject matter expertise in one or more academic fields of specialization or areas of assignment.
 - (2) Documentation of demonstrated ability to teach effectively shall be accessible to accreditation teams for each member of the teaching faculty participating in teacher education programs.
 - (3) Each area of graduate professional preparation shall have sufficient full-time faculty members to ensure student contact with a variety of viewpoints in a field of study.
 - (4) Each faculty member teaching graduate courses contributing to an area of professional preparation shall hold an earned doctorate or equivalent in that area from an accredited institution.
 - (5) The majority of the graduate education faculty shall have certification or the equivalent and at least three years of experience at the level for which graduates are being prepared.
 - (6) Each graduate faculty member who teaches a professional education course shall maintain a minimum of 90 clock hours of involvement in field situations with accredited schools every seven years.
 - (7) The institution shall provide appropriate and continuing professional development activities for graduate faculty in the professional education unit.

§137.537 Standard VII. Graduate Student Development Services.

- (a) Standard. The institution shall provide student services that are responsive to the unique needs of graduate student populations who will be recommended for admission, retention, certification, or endorsement.
- (b) Evidence of compliance.
 - (1) The institution shall publish and disseminate the minimum acceptable scores as established by the State Board of Education

on the state-adopted competency examinations required for certification in the areas of graduate teacher preparation for which the institution is approved. An institution which requires a score that exceeds the minimum score established by the State Board of Education shall publish and disseminate the fact that the score required by the institution exceeds the state minimum requirements.

- (2) The institution shall publish and disseminate specific policies to govern admission to and retention of students in graduate education programs.
- (3) The graduate admission policies shall include the following:
 - (A) each student shall hold a baccalaureate or graduate degree from an accredited institution;
 - (B) each student shall have a minimum overall grade point average of 2.5 on a four-point scale or the equivalent; and
 - (C) each student shall submit a transcript with evidence of sufficient prerequisites for the program or shall have an approved plan for removing deficiencies.
- (4) Graduate admission policies for professional education shall be comparable to those of other graduate programs in the institution.
- (5) Graduate degree programs leading to certification shall:
 - (A) require students to complete a residency requirement; and
 - (B) require students to have at least a 3.0 average on a four-point scale or the equivalent on all graduate work attempted.
- (6) Candidates recommended for graduate level certification shall be required to show satisfactory performance on a comprehensive examination in each certificate area as required by the State Board of Education.
- (7) The institution shall evaluate and accept transferred graduate credits in accordance with published institutional policies.
- (8) The institution shall grant graduate credit for independent studies in accordance with published institutional policies.
- (9) The institution shall provide counseling and advisement to assist graduate students in the professional preparation

program.

- (A) Counseling and advisement shall be administered and coordinated by the professional education faculty.
 - (B) Counseling and advisement shall include procedures for appraisal of personal potential, diagnosis of needs, and direction of students into other fields of study when advisable.
 - (C) The institution shall have an information system that provides current data on student performance and progress for counseling and advising.
- (10) The institution shall provide placement services to assist graduate students seeking professional placement.
- (A) The institution shall list professional positions known to be currently available.
 - (B) The institution shall make available to school districts on request information about the qualifications and potential of teacher education graduates.
 - (C) The institution shall provide opportunities for employers to interview students on campus.

§137.538 Standard VIII. Facilities and Resources for Graduate Teacher Education.

- (a) Standard. The institution shall provide and maintain accessibility to physical facilities and learning resources necessary to achieve the objectives of its graduate teacher education programs.
- (b) Evidence of compliance.
 - (1) The physical facilities shall meet the operational requirements of the objectives of the graduate professional preparation programs.
 - (2) The physical facilities provided for the professional education unit shall be comparable in quality and appropriateness to those provided by the institution for other areas of professional study.
 - (3) The physical facilities for programs and faculty shall facilitate professional communication.
 - (4) Specialized facilities, such as clinics and laboratories, shall be provided and equipped as required for each program area for which the institution is approved.

- (5) Instructional media in multiple formats shall be provided for faculty and students.
- (6) Facilities, equipment, and materials for the preparation of instructional media shall be provided as required for instruction and research for each program area for which the institution is approved.
- (7) The graduate library shall provide resources and materials substantially in excess of those required for undergraduate program standards and shall include library holdings of at least 100 additional volumes per full-time equivalent student enrolled in graduate programs.
- (8) The library shall be accessible to faculty and students a minimum of 80 hours per week and shall establish and publish a regular schedule of operation which shall include hours during and in addition to the schedule of classes.

§137.539 Standard IX. Financial Support for Graduate Teacher Education.

- (a) Standard. The institution shall provide financial support for sustaining approved graduate programs for professional education at an effective level.
- (b) Evidence of compliance.
 - (1) The allocation of financial resources to graduate teacher education programs and support operations shall be a clearly defined written process and shall include budgetary components for administration, faculty and staff salaries, maintenance and operating costs, travel, instructional services, and other support functions.
 - (2) Professional education representatives shall participate in the institution's allocation process, its review, and continuing development.
 - (3) Requests for allocations of financial resources for graduate teacher education programs and authority for expenditure of the resources allocated to the professional education unit shall be the responsibility of the administrative head of that unit.
 - (4) Funds allocated and expended for graduate teacher education programs shall be adequate and be based upon factors which must include, but need not be limited to, the following:
 - (A) college or university and program enrollments;
 - (B) program productivity and school needs served;

- (C) special operation and support needs of graduate teacher education programs, including supervisory travel, participation in professional meetings, clerical assistance, and professional service activities;
 - (D) laboratory and field settings required by the type, size, and unique needs of approved graduate programs; and
 - (E) level of developmental support provided for program innovation, assessment of program relevance to school needs, and program quality improvement.
- (5) The institution shall have a systematic process that requires internal budgetary and fiscal responsibility.

§135.540 Standard X. Collaborative Planning and Review Processes.

- (a) Standard. The institution shall provide a process for collaborative planning and review of teacher education programs.
- (b) Evidence of compliance.
 - (1) The planning and review process for teacher education programs shall involve representatives of the practicing profession including public school teachers and administrators, faculties in professional education and academic discipline areas for which the institution is approved, and students and graduates of the program.
 - (2) The institution shall maintain active membership in a local cooperative teacher education center in accordance with subchapter E of this chapter (relating to Local Cooperative Teacher Education Centers) and the Texas Education Code, §11.311.
 - (3) The institution shall provide for internal collaborative review and advisement regarding teacher education programs, which involves faculty representation from approved programs and students enrolled in the graduate professional preparation programs.

§137.541 Standard XI. Evaluation for Quality Control of Graduate Programs.

- (a) Standard. The institution shall have a process for evaluation of its teacher education organizational and policy structure, administrative processes, financial support, faculty performance, student services, programs and curriculum, facilities and resources, collaborative activities, and evaluative systems.

(b) Evidence of compliance.

- (1) The evaluation process shall include a procedure for collecting information from faculty, students, public school educators, graduates, and others concerning the graduate preparation program.
- (2) The institution shall provide for a continuous and systematic process of follow-up and evaluation of its teacher education graduates.
- (3) The continuous planning, review, and development of the graduate preparation programs shall respond to needs identified through the evaluation process.

§137.542 Effective Date.

Effective September 1, 1985, all institutions approved to offer graduate teacher education programs must be in compliance with the institutional standards described in this subchapter.

SUBCHAPTER M. 1984 PROGRAM REQUIREMENTS FOR
PREPARATION OF SCHOOL PERSONNEL FOR
PROVISIONAL CERTIFICATES AND ENDORSEMENTS

Source: The provisions of this Subchapter M adopted April 1984 unless otherwise noted.

§137.551 Preparation Required in All Programs.

- (a) The teacher education program standards in this subchapter are minimum requirements.
- (b) The teacher education program shall provide, within a baccalaureate program, at least the following three dimensions of curricula:
 - (1) general education curriculum;
 - (2) teaching specialty curricula designed for Texas public school instruction; and
 - (3) professional studies curriculum designed for specific roles in public school teaching.
- (c) The general education curriculum shall apply to all provisional teacher certificates, provisional special education certificates, and the provisional vocational certificates which are based on an approved teacher education program in a Texas senior college. Specialization in one or more academic areas shall be built upon the general education curriculum. The general education curricula shall include the following:
 - (1) Minimum requirements.
 - (A) English (six semester hours must emphasize skills in mechanics and composition) - 12 semester hours;
 - (B) speech (must emphasize oral language proficiency) - three semester hours;
 - (C) American history - six semester hours;
 - (D) political science (study of United States and Texas constitutions). May be completed only in a government or political science department or by examination. Study of the Texas Constitution must be completed in a Texas institution - three-six semester hours;
 - (E) natural science (laboratory) - three semester hours;

- (F) mathematics (at content level of college algebra or above) - three semester hours; and
 - (G) computer literacy (including, but not limited to, computer-related terminology and applications, history and development of computers in society, using the computer as a tool, communicating instructions to the computer, future trends, and computer-related careers) - three semester hours.
- (2) Electives. Each institution must provide a minimum of nine semester hours of electives from the areas listed in this paragraph. No more than two courses from any one area may be counted. Courses from the areas listed in paragraph (1) of this subsection may not be counted. Elective areas include the following:
- (A) behavioral science;
 - (B) economics (with emphasis on free enterprise system);
 - (C) other languages (foreign languages);
 - (D) fine arts; and
 - (E) humanities.
- (d) The teacher education program shall include academic specializations and teaching fields in subjects approved to be taught in the public schools of Texas or delivery systems as authorized by the State Board of Education for use in the public schools of Texas.
- (1) The program shall include, but need not be limited to, the curriculum essential elements as required by Chapter 75 of this title (relating to Curriculum).
 - (2) The institution shall provide, within the curriculum sequence for each academic specialization, teaching field, or delivery system, instructional components in response to academic program descriptors identified by the Commission on Standards for the Teaching Profession and approved by the State Board of Education.
 - (3) The institution shall be responsible for expanding and enriching the curriculum, beyond the required essential elements for each academic specialization, teaching field, or delivery system, through a balanced program which capitalizes upon the best academic talents of the institution to meet the unique needs of prospective teachers.

- (4) For the provisional teacher certificate, each academic specialization, teaching field, and delivery system shall comply with one or more of the options in this paragraph.

(A) Provisional teacher certificate--elementary.

(i) Option I (grades one-six) shall require:

- (I) two 12-semester-hour (six semester hours upper-division courses in each area) academic specializations; and
- (II) 12 semester hours in a combination of subjects taught in elementary grades. Six semester hours of upper-division courses in reading must be included unless reading is selected as an academic specialization.

(ii) Option II (grades one-eight) shall require:

- (I) one 18-semester-hour (nine semester hours upper-division courses) academic specialization; and
- (II) 18 semester hours in a combination of subjects taught in elementary grades. Six semester hours of upper-division courses in reading must be included unless reading is selected as the academic specialization.

(iii) Option III (grades one-eight unless otherwise specified) shall require:

- (I) one 24-semester-hour (12 semester hours upper-division courses) delivery system or academic specialization in life-earth science, physical science, or social studies; and
- (II) six semester hours in a combination of subjects taught in elementary grades and six semester hours of upper-division courses in reading.

(iv) Option IV (prekindergarten-grade six) shall require:

- (I) one 24-semester-hour (12 semester hours upper-division courses) delivery system emphasizing instructional areas designed for early childhood education; and
- (II) 12 semester hours in a combination of subjects taught in elementary grades. Six semester

hours of upper-division courses in reading shall be included in the professional development sequence.

(E) Provisional teacher certificate--secondary.

- (i) Option I (grades six-12) shall require one 36-semester-hour (21 semester hours upper-division courses) teaching field.
- (ii) Option II (grades six-12) shall require two 24-semester-hour (12 semester hours upper-division courses in each) teaching fields, delivery systems, or a combination of a teaching field and a delivery system.
- (iii) Option III (grades six-12) shall require one 48-semester-hour (24 semester hours upper-division courses) broad teaching field.
- (iv) Option IV (grades six-12) shall require one 48-semester-hour (24 semester hours with 12 semester hours upper-division courses in a single area) composite teaching field. A minimum of six semester hours shall be required in each area.

(C) Provisional teacher certificate--all-level.

- (i) Option I (grades one-12) shall require one 48-semester-hour (24 semester hours upper-division courses) academic specialization which includes six semester hours designed for elementary level and six semester hours designed for secondary level.
 - (ii) Option II (grades one-12) shall require one 36-semester-hour (18 semester hours upper-division courses) academic specialization which includes six semester hours designed for elementary level and six semester hours designed for secondary level.
- (e) The professional development sequence for the provisional teacher certificate--elementary shall consist of 30 semester hours of upper-division courses. The professional development sequence for all other provisional certificates based on college-approved teacher education programs shall consist of 24 semester hours of upper-division courses. The following three components must be included:
- (1) Core requirements of a minimum of six semester hours common to

all grade level options which include studies of:

- (A) teaching-learning processes, including measurement and evaluation of student achievement;
 - (B) knowledge and skills concerning the unique needs of special learners such as:
 - (i) the impact of cultural, ethnic, language, and social differences upon instructional processes; and
 - (ii) the characteristics, assessment, least restrictive alternatives, and admission, review, and dismissal processes for special students requiring individualized or specialized education programs;
 - (C) legal and ethical aspects of teaching;
 - (D) structure, organization, and management of the American school system, with emphasis upon the state and local structure in Texas; and
 - (E) instructional media and technology.
- (2) Methodology requirements of a minimum of six semester hours specifically designed for the grade level option selected, to include studies of the following:
- (A) Instructional methods and strategies that emphasize practical applications of the teaching-learning processes.
 - (B) Curriculum organization, planning, and evaluation.
 - (C) Reading methods or reading instruction in the content areas or both. Six semester hours of reading shall be required if elementary option IV is selected.
 - (D) Basic principles and procedures of classroom management with emphasis on classroom discipline, utilizing group and individual processes as well as different techniques and procedures adapted to the personality of the teacher.
 - (E) The scope and sequence of the essential elements for all subjects required in the elementary course of study that are not included in the academic specializations when elementary options are selected.
- (3) Field experience requirements of a maximum of 12 semester hours which provide for the application of teaching-learning

theories and which include:

- (A) Pre-student teaching experiences. A planned sequence of not fewer than 45 clock hours in field experiences shall be a prerequisite for admission to student teaching.
 - (i) Pre-student teaching field experiences shall include observing and working with children or youth in a school or schools accredited by the Central Education Agency.
 - (ii) At least one-half of the pre-student teaching field experiences shall include observation and experience at a level for which a student teaching assignment is anticipated.
 - (iii) Option IV for the provisional elementary certificate shall include observation and interaction experiences with children, parents, and families in a variety of settings and from a variety of socioeconomic and cultural backgrounds. The program shall require a minimum of 60 clock hours in field experiences as a prerequisite for admission to student teaching.
- (B) Student teaching. The institution shall provide for each qualified student a student teaching experience involving a period of major responsibility for instruction and learning in the school classroom environment. Student teaching should verify student performance capabilities developed through prior components of the teacher education program.
 - (i) The student teaching experience shall occur in a school or schools accredited by the Central Education Agency and shall be designed in compliance with the Texas Education Code, §13.906, and this subchapter.
 - (I) Admission to and retention in student teaching shall be restricted to students who have met and continue to meet performance standards established by the institution.
 - (II) The number of student teachers assigned to a school or school district shall be limited by the availability of qualified supervising classroom teachers. No more than one student teacher shall be assigned to a supervising teacher during any one time period, whether the period is six weeks, eight weeks, or 12 weeks.

- (III) Student teaching shall be supervised by both the institution and the school district to guarantee that the needs of students in the learning situation are met.
 - (IV) An institution may design a variety of experiences in student teaching which meet unique needs of students and programs.
 - (V) Student teachers should maintain the same daily schedule and calendar required of the public school supervising teachers to whom they are assigned.
- (ii) The student teaching experience shall be a minimum of six semester hours credit earned in a minimum of either eight or 12 consecutive weeks of full day assignments in accordance with the criteria in this clause.
- (I) Elementary student teacher (grades one-eight):
- (-a-) For academic specializations (options I, II, or III), student teaching shall be eight weeks of full days in an elementary classroom.
 - (-b-) For academic specializations with additional endorsements (options I, II, or III), student teaching shall be six weeks of full days in an elementary classroom and six weeks of full days in the endorsement area.
 - (-c-) For delivery systems (option III), student teaching shall be eight weeks of full days in an elementary classroom with students having identified special needs.
 - (-d-) For delivery systems (option III) with additional endorsements, student teaching shall be six weeks of full days in an elementary classroom with students having identified special needs and six weeks of full days in the area of the additional endorsement.
 - (-e-) For delivery system (option IV), student teaching shall be six weeks of full days in an elementary classroom (grades one-six) and six weeks of full days in an early childhood classroom (kindergarten or below).

- (-f-) For delivery system (option IV) with endorsement, an additional student teaching experience of at least six weeks of full days in the endorsement area shall be required.

(II) Secondary student teaching (grades six-12):

- (-a-) For options I, III, and vocational agriculture, home economics, and marketing and distributive education, student teaching shall be eight weeks of full days in the single teaching field for which certification is sought.
- (-b-) If student teaching is required for an endorsement to be added to options I, III, and vocational agriculture, home economics, and marketing and distributive education, student teaching shall be six weeks of full days in the certificate area and six weeks of full days in the endorsement area.
- (-c-) For options II or IV, student teaching shall be 12 weeks of full days with experience in each of two teaching fields for which certification is sought.
- (-d-) If student teaching is required for an endorsement to be added to options II or IV, student teaching shall be six weeks of full days in one teaching field area and six weeks of full days in the endorsement area. When a delivery system is selected under option II, secondary student teaching shall be a minimum of six weeks of full days in one teaching field with students having identified special needs and six weeks of full days in the endorsement area.

(III) All-level (grades one-12), hearing impaired (pre-kindergarten-grade 12), and speech and language therapy (pre-kindergarten-grade 12) student teaching:

- (-a-) For all-level certificates, student teaching shall be a minimum of six weeks of full days in an elementary school

(grades one-eight) and six weeks of full days in a secondary school (grades six-12) in the certificate area sought.

(-b-) For the hearing impaired and speech and language therapy certificates, student teaching shall be a minimum of six weeks of full days in an elementary school (pre-kindergarten-grade eight) and six weeks of full days in a secondary school (grades six-12) in the certificate area sought.

(-c-) If student teaching is required for an endorsement to be added to one of these certificates, an additional student teaching experience of at least six weeks of full days in the endorsement area shall be required.

(iii) Student teaching may be waived if the student has served successfully for two years in an accredited school as a regular classroom teacher of record in the area and at the level for which certification is sought.

(f) The professional development sequence for the provisional teacher certificate--all-level shall include a minimum of six semester hours designed for the elementary level and six semester hours designed for the secondary level.

§137.552 Provisional Teacher Certificate--Elementary.

(a) The provisional teacher certificate--elementary shall be based upon completion of a teacher education program as described in §137.551 of this subchapter (relating to Preparation Required in All Programs) and shall include at least one of the following options:

(1) Option 1 shall prepare the individual to teach in grades one-six and shall consist of:

(A) two 12-semester-hour academic specializations with six semester hours of upper-division courses in each area; and

(B) 12 semester hours in a combination of subjects taught in elementary grades. Six semester hours of upper-division reading must be included unless reading is selected as an academic specialization.

- (2) Option II shall prepare the individual to teach in grades one-eight and shall consist of:
 - (A) one 18-semester-hour academic specialization with nine semester hours of upper-division courses; and
 - (B) 18 semester hours in a combination of subjects taught in elementary grades. Six semester hours of upper-division reading must be included unless reading is selected as the academic specialization.
- (3) Option III shall prepare the individual to teach in grades one-eight, except for the delivery system in generic special education which shall be valid for assignment to school settings with students having identified special needs in pre-kindergarten through grade 12. Option III shall consist of:
 - (A) One 24-semester-hour delivery system or academic specialization in life/earth science, physical science, or social studies. 12 semester hours of upper-division courses must be completed, unless otherwise specified.
 - (B) Six semester hours in a combination of subjects taught in elementary grades and six semester hours of advanced level reading.
- (4) Option IV shall prepare the individual to teach in pre-kindergarten through grade six and shall consist of:
 - (A) one 24-semester-hour with 12 semester hours upper-division courses in a delivery system emphasizing instructional areas designed for early childhood education; and
 - (B) 12 semester hours in a combination of subjects taught in elementary grades. Six semester hours of upper-division courses in reading shall be included in the professional development sequence.
- (b) Approved academic specializations and delivery systems are listed in the table in this subsection.

Approved Academic Specializations and Delivery Systems
for Elementary Certificates

	OPTION I	OPTION II	OPTION III	OPTION IV	
Academic Specialization or Delivery System	Two 12 Semester Hour Specializations as Described in §137.552(a)(1)	18 Semester Hour Specialization as Described in §137.552(a)(2)	24 Semester Hour Specialization or Delivery System as Described in §137.552(a)(3)	24 Semester Hour Delivery System as Described in §137.552(a)(4)	Specific Requirements or Exceptions
Art	X	X			
Bilingual Education (Delivery System)			X		Must include but need not be limited to: • Foundations of bilingual education, including rationale and program orientation; • Linguistics, including descriptive, applied, psycho-, and contrastive; • Methodology, including reading and other curriculum content; • Psychology, including studies in educational psychology to include testing; • Culture, including cultural concepts, patterns, and regional contributions; • Language, including studies of standardized or regional dialects; and • Evidence of language proficiency. May not include basic language study and may not include more than six semester hours of language study at the upper-division level.

Approved Academic Specializations and Delivery Systems
for Elementary Certificates

	OPTION I	OPTION II	OPTION III	OPTION IV	
Academic Specialization or Delivery System	Two 12 Semester Hour Specializations as Described in §137.552(a)(1)	18 Semester Hour Specialization as Described in §137.552(a)(2)	24 Semester Hour Specialization or Delivery System as Described in §137.552(a)(3)	24 Semester Hour Delivery System as Described in §137.552(a)(4)	Specific Requirements or Exceptions
Biology	X	X			
Early Childhood Education (Delivery System)				X	Must emphasize but need not be limited to: • affective development; • child growth and development; • child psychology; • cultural dynamics of family relationships; • nutrition and health; • psychomotor development; • school and family; • social and emotional development of the young child; and • survey of day care.
Earth Science	X	X			
English	X	X			

Approved Academic Specializations and Delivery Systems
for Elementary Certificates

	OPTION I	OPTION II	OPTION III	OPTION IV	
	Two 12 Semester Hour Specializations as Described in §137.552(a)(1)	18 Semester Hour Specialization as Described in §137.552(a)(2)	24 Semester Hour Specialization or Delivery System as Described in §137.552(a)(3)	24 Semester Hour Delivery System as Described in §137.552(a)(4)	
Academic Specialization or Delivery System	§137.552(a)(1)	§137.552(a)(2)	§137.552(a)(3)	§137.552(a)(4)	Specific Requirements or Exceptions
Generic Special Education (Delivery System)			X		Must emphasize but need not be limited to: • infant/child development; • task analysis; • motor development/adaptive physical education; • parent training; • oral language development; • behavior management; • classroom organization; and • survey of special education.

NOTE: The provisional teacher certificate-elementary with generic special education shall be valid from pre-kindergarten through grade 12 in school settings having students with identified special needs. Assignment to certain specialized programs may require completion of additional courses or certification as described in §137.559 of this subchapter (relating to Endorsements) or §141.454 of this title (relating to Eligibility Requirements for Specialized Assignments or Programs).

Approved Academic Specializations and Delivery Systems
for Elementary Certificates

	OPTION I	OPTION II	OPTION III	OPTION IV	
Academic Specialization or Delivery System	Two 12 Semester Hour Specializations as Described in §137.552(a)(1)	18 Semester Hour Specialization as Described in §137.552(a)(2)	24 Semester Hour Specialization or Delivery System as Described in §137.552(a)(3)	24 Semester Hour Delivery System as Described in §137.552(a)(4)	Specific Requirements or Exceptions
Geography	X	X			
Health Education	X	X			
History	X	X			
Life/Earth Science			X		Must include, but need not be limited to, a minimum of six semester hours in each area and a minimum of six semester hours upper-division courses.
Mathematics	X	X			
Music	X	X			
Other Languages	X	X			Programs may be offered in: • French; • German; • Spanish; • Other languages as approved by the Commission on Standards for the Teaching Profession.
Physical Education	X	X			

Approved Academic Specializations and Delivery Systems
for Elementary Certificates

	OPTION I	OPTION II	OPTION III	OPTION IV	
Academic Specialization or Delivery System	Two 12 Semester Hour Specializations as Described in §137.552(a)(1)	18 Semester Hour Specialization as Described in §137.552(a)(2)	24 Semester Hour Specialization or Delivery System as Described in §137.552(a)(3)	24 Semester Hour Delivery System as Described in §137.552(a)(4)	Specific Requirements or Exceptions
Physical Science			X		Must include, but need not be limited to, a minimum of six semester hours each in Physics or Physical Science and Chemistry and a minimum of six semester hours upper-division courses.
Reading	X	X			
Social Studies			X		Must include, but need not be limited to, a minimum of six semester hours each in History, Government, Geography, and Economics and a minimum of six semester hours upper-division courses.
Speech Communications	X	X			
Theatre Arts	X	X			

§137.553 Provisional Teacher Certificate--Secondary.

- (a) The provisional teacher certificate--secondary shall be based on completion of a teacher education program as described in §137.551 of this subchapter (relating to Preparation Required in All Programs) and shall include at least one of the following options:
- (1) Option I shall prepare the individual to teach in grades six-12 and shall require completion of 36 semester hours in a single teaching field with 21 semester hours of upper-division courses.
 - (2) Option II shall prepare the individual to teach in grades six-12 and shall require completion of two 24-semester-hour teaching fields, delivery system, or a combination of a teaching field and a delivery system, with 12 semester hours of upper-division courses in each area unless otherwise specified.
 - (3) Option III shall prepare the individual to teach in grades six-12 and shall require completion of 48 semester hours in a broad teaching field with 24 semester hours of upper-division courses.
 - (4) Option IV shall prepare the individual to teach in grades six-12 and shall require completion of 48 semester hours in a composite teaching field with 24 semester hours in one area, 12 semester hours of which must be upper-division. A minimum of six semester hours must be completed in each area.
- (b) Approved teaching fields and delivery systems are listed in the table in this subsection.

Teaching Fields and Delivery Systems for Secondary Certification

	OPTION I	OPTION II	OPTION III	OPTION IV	
	36	24	48	48	
Teaching Field or Delivery System	Semester Hours as Described in §137.553(a)(1)	Semester Hours as Described in §137.553(a)(2)	Semester Hours as Described in §137.553(a)(3)	Semester Hours as Described in §137.553(a)(4)	Specific Requirements or Exceptions
Art	X	X	X		
Bilingual Education (Delivery System)		X			Must include but need not be limited to: • Foundations of bilingual education, including rationale and program orientation; • Linguistics, including descriptive, applied, psycho-, and contrastive; • Methodology, including reading and other curriculum content; • Psychology, including studies in educational psychology to include testing; • Culture, including cultural concepts, patterns, and regional contributions; • Language, including studies of standardized or regional dialects; and • Language proficiency. May not include basic language study and may not include more than six semester hours of language study at the upper-division level.
Biology	56 X	X			

Teaching Fields and Delivery Systems for Secondary Certification

Teaching Field or Delivery System	OPTION I	OPTION II	OPTION III	OPTION IV	Specific Requirements or Exceptions
	36 Semester Hours as Described in §137.553(a)(1)	24 Semester Hours as Described in §137.553(a)(2)	48 Semester Hours as Described in §137.553(a)(3)	48 Semester Hours as Described in §137.553(a)(4)	
Business Administration	X	X			
Business-Basic			X		
Business- Composite			X		
Business Secretarial	X	X			
Chemistry	X	X			
Computer Information Systems	X	X			
Dance	X	X			
Earth Science	X	X			
Economics	X	X			
English	X	X			

Teaching Fields and Delivery Systems for Secondary Certification

	OPTION I	OPTION II	OPTION III	OPTION IV	
	36	24	48	48	
Teaching Field	Semester Hours	Semester Hours	Semester Hours	Semester Hours	
or	as Described in	as Described in	as Described in	as Described in	
Delivery System	§137.553(a)(1)	§137.553(a)(2)	§137.553(a)(3)	§137.553(a)(4)	Specific Requirements or Exceptions
English				X	Must include, but need not be limited to:
Language					• A minimum of 24 semester hours in English; and
Arts					• Courses in:
					..Journalism;
					..Reading; and
					..Speech Communications.
Generic Special		X			Must emphasize, but need not be limited to:
Education					• infant/child development;
(Delivery					• task analysis;
System)					• motor development and adaptive physical education;
					• parent training;
					• oral language development;
					• behavior management;
					• classroom organization; and
					• survey of special education.
					NOTE: Assignment to school settings having students with identified special needs shall be limited to grades 6-12. Assignment to certain specialized programs may require completion of additional courses or certification as described in §137.559 of this subchapter (relating to Endorsements) or §141.454 of this title (relating to Eligibility Requirements for Specialized Assignments or Programs).

Teaching Fields and Delivery Systems for Secondary Certification

Teaching Field or Delivery System	OPTION I	OPTION II	OPTION III	OPTION IV	Specific Requirements or Exceptions
	36 Semester Hours as Described in §137.553(a)(1)	24 Semester Hours as Described in §137.553(a)(2)	48 Semester Hours as Described in §137.553(a)(3)	48 Semester Hours as Described in §137.553(a)(4)	
Geography	X	X			
Government	X	X			
Health Education	X	X			
History	X	X			
Industrial Arts	X		X		
Journalism	X	X			
Life-Earth Science	X				Must include, but need not be limited to, 12 semester hours in each area and a minimum of 12 semester hours of upper-division courses.
Life-Earth Science		X			Must include, but need not be limited to, six semester hours in each area and a minimum of six semester hours of upper-division courses.

Teaching Fields and Delivery Systems for Secondary Certification

Teaching Field or Delivery System	OPTION I	OPTION II	OPTION III	OPTION IV	Specific Requirements or Exceptions
	36 Semester Hours as Described in §137.553(a)(1)	24 Semester Hours as Described in §137.553(a)(2)	48 Semester Hours as Described in §137.553(a)(3)	48 Semester Hours as Described in §137.553(a)(4)	
Mathematics	X	X			
Music	X	X	X		
Other Languages	X	X			Programs may be offered in: • French; • German; • Latin; • Spanish; and • Other languages as approved by the Commission on Standards for the Teaching Profession.
Physical Education	X	X			
Physical Science	X				Must include, but need not be limited to, 12 semester hours each in Physics or Physical Science and Chemistry and a minimum of 12 semester hours of upper-division courses.
Physical Science		X			Must include, but need not be limited to, six semester hours each in Physics or Physical Science and Chemistry and a minimum of six semester hours of upper-division courses.

Teaching Fields and Delivery Systems for Secondary Certification

Teaching Field or Delivery System	OPTION I	OPTION II	OPTION III	OPTION IV	Specific Requirements or Exceptions
	36 Semester Hours as Described in §137.553(a)(1)	24 Semester Hours as Described in §137.553(a)(2)	48 Semester Hours as Described in §137.553(a)(3)	48 Semester Hours as Described in §137.553(a)(4)	
Physics	X	X			
Psychology	X	X			
Reading		X			
Science				X	Must include courses in Biology, Chemistry, Geology, and Physics or Physical Science.
Social Studies				X	Must include courses in Economics, Geography, Government and History.
Sociology	X	X			
Speech Communications	X	X			
Theatre Arts	X	X			

§137.554 Provisional Teacher Certificate--All-Level.

- (a) The provisional teacher certificate--all-level shall be based upon completion of a teacher education program as described in §137.551 of this subchapter (relating to Preparation Required in All Programs) and shall prepare the individual to teach a specialized academic area in grades one-12.
- (b) Each academic specialization area, other than physical education, shall require completion of 48 semester hours of which 24 must be upper-division. Physical education shall require completion of 36 semester hours of which 18 must be upper-division. Each specialization area must include a minimum of six semester hours designed for the elementary level and six semester hours for the secondary level. Areas of academic specialization for the provisional teacher certificate--all-level shall be:
 - (1) art;
 - (2) music;
 - (3) physical education; and
 - (4) speech communications - theatre arts.

§137.555 Provisional Special Education Certificates.

- (a) The provisional special education certificates shall be based upon completion of a teacher education program as described in §137.551 (a), (b), and (c)(1)-(3) of this chapter (relating to Preparation Required in All Programs). The program shall include at least one of the following specializations:
 - (1) Hearing impaired shall prepare the individual to teach pre-kindergarten through grade 12 in programs designed to serve the hearing impaired and shall require 36 semester hours in courses specifically designed for teaching the deaf and severely hard of hearing, which include, but need not be limited to:
 - (A) survey of special education;
 - (B) foundations of education for the deaf (history of education of the deaf, psychology of deafness, the state curriculum for the deaf, and the legal aspects of education for the deaf);
 - (C) audiology (auditory training and testing and speech reading);
 - (D) speech for the deaf;

- (E) language for the deaf;
 - (F) manual communication (finger spelling, signed English, and American Sign Language);
 - (G) teaching reading to the deaf; and
 - (H) pre-student teaching experiences with deaf children in settings where the state curriculum for the deaf is being used.
- (2) Speech and language therapy shall prepare the individual to teach pre-kindergarten through grade 12 in programs designed to serve the speech impaired and shall require:
- (A) 36 semester hours in courses specifically designed for speech and language therapy and shall include a survey course in special education; and
 - (B) 200 clock hours of clinical practicum, 100 of which must be in a public school setting and may be completed concurrently with student teaching.
- (b) The professional development sequence for provisional special education certificates shall consist of 24 semester hours of upper-division courses. The following three components must be included:
- (1) Core requirements of a minimum of six semester hours common to all grade levels and which shall include, but need not be limited to:
 - (A) teaching-learning processes, including measurement and evaluation of student achievement;
 - (B) knowledge and skills concerning the unique needs of special learners such as:
 - (i) the impact upon instructional processes of cultural, ethnic, language, and social differences; and
 - (ii) the characteristics, assessment, and least restrictive alternatives, and admission, review, and dismissal procedures for students requiring individual or specialized education programs;
 - (C) legal and ethical aspects of teaching;
 - (D) structure, organization, and management of the American school system, with emphasis upon the state and local structure in Texas; and

- (E) instructional media and technology.
- (2) Methodology requirements of a minimum of six semester hours specifically designed for both the elementary and secondary grade levels shall include, but need not be limited to:
- (A) instructional methods and strategies that emphasize practical applications of the teaching-learning processes in the area of the certificate sought;
 - (B) curriculum organization, planning, and evaluation for the special learner;
 - (C) reading methods or reading instruction in the content areas or both; and
 - (D) basic principles and procedures of classroom management with emphasis on classroom discipline and behavior modification utilizing group and individual processes as well as different techniques and procedures adapted to the personality of the teacher.
- (3) Field experience requirements of a maximum of 12 semester hours which shall provide for the application of teaching-learning theories and shall include:
- (A) Pre-student teaching experiences. A planned sequence of not fewer than 45 clock hours in field experiences shall be a prerequisite for admission to student teaching.
 - (i) Pre-student teaching field experiences shall include observing and working with elementary and secondary school children in a school or schools accredited by the Central Education Agency.
 - (ii) Pre-student teaching field experiences shall be in the area of the special education certificate sought.
 - (B) Student teaching. The institution shall provide for each student a student teaching experience involving a period of major responsibility for instruction and learning in the school classroom environment in the area of the certificate sought. Student teaching should verify student performance capabilities developed through prior components of the teacher education program.
 - (i) The student teaching experience shall occur in a school or schools accredited by the Central Education Agency and shall be designed in compliance with the Texas Education

Code, §13.906, and this subchapter.

- (I) Admission to and retention in student teaching shall be restricted to students who have met and continue to meet performance standards established by the institution.
 - (II) The number of student teachers assigned to a school or school district shall be limited by the availability of qualified supervising classroom teachers. No more than one student teacher shall be assigned to a supervising teacher during any one time period, whether the period is six weeks, eight weeks, or 12 weeks.
 - (III) Student teaching shall be supervised by both the institution and the school district to guarantee that the needs of students in the learning situation are met.
 - (IV) An institution may design a variety of experiences in student teaching which meet unique needs of students and programs.
 - (V) Student teachers should maintain the same daily schedule and calendar required of the public school supervising teachers to whom they are assigned.
- (ii) The student teaching experience shall be a minimum of six semester hours credit earned in no fewer than eight weeks of full day assignments.

§137.556 Provisional Vocational Agriculture Certificates.

- (a) The provisional vocational agriculture certificate shall be based on completion of a teacher education program as described in §137.551 of this subchapter (relating to Preparation Required in All Programs). The program shall include at least one of the following specializations:
 - (1) production agriculture; or
 - (2) ornamental horticulture.
- (b) Academic specialization areas shall be:
 - (1) Production agriculture, which shall consist of 48 semester hours (24 semester hours upper-division courses) of technical agriculture as follows:
 - (A) agricultural economics - three semester hours;

- (B) animal science - nine semester hours;
 - (C) soil and plant science - nine semester hours;
 - (D) agricultural engineering - nine semester hours; and
 - (E) scientific agriculture electives - 18 semester hours.
- (2) Ornamental horticulture, which shall consist of 48 semester hours (24 semester hours upper-division courses) of technical agriculture. The program shall include, but need not be limited to, the following areas:
- (A) agricultural economics;
 - (B) genetics (plant reproduction);
 - (C) greenhouse and nursery management;
 - (D) plant nutrition;
 - (E) plant pathology;
 - (F) plant physiology;
 - (G) plant and soil science; and
 - (H) taxonomy of flowering plants.
- (c) The professional development sequence shall consist of 24 semester hours of upper-division courses in three component areas. No more than 12 semester hours, including student teaching, of the professional development sequence may be completed in vocational agriculture education courses.
- (1) Core requirements of a minimum of six semester hours specifically designed for secondary grade levels shall include, but need not be limited to:
- (A) teaching-learning processes, including measurement and evaluation of student achievement;
 - (B) knowledge and skills concerning the unique needs of special learners such as:
 - (i) impact of cultural, ethnic, language, and social differences upon instructional processes; and
 - (ii) characteristics, assessment, least restrictive alternatives, and admission, review, and dismissal processes for special students requiring individualized or specialized education programs;

- (C) legal and ethical aspects of teaching;
 - (D) structure, organization, and management of the American school system, with emphasis upon the state and local structure in Texas; and
 - (E) instructional media and technology.
- (2) Methodology requirements of a minimum of six semester hours shall include, but need not be limited to:
- (A) adult and young farmer education;
 - (B) youth leadership development and activities;
 - (C) supervision of occupational experience programs;
 - (D) history, principles, and foundations of vocational education in agriculture;
 - (E) advisory councils for vocational agriculture;
 - (F) special needs students in vocational agriculture;
 - (G) instructional methods and strategies that emphasize practical applications of the teaching-learning processes;
 - (H) curriculum organization, planning, and evaluation;
 - (I) reading methods or reading instruction in the content area or both; and
 - (J) basic principles and procedures of classroom management with emphasis on classroom discipline, utilizing group processes as well as different techniques and procedures adapted to the personality of the teacher.
- (3) Field experience requirements of a maximum of 12 semester hours shall provide for the application of teaching-learning theories and shall include:
- (A) Pre-student teaching experiences. A planned sequence of not fewer than 45 clock hours in field experiences shall be a prerequisite for admission to student teaching.
 - (i) Pre-student teaching field experiences shall include observing and working with secondary school children in a school or schools accredited by the Central Education Agency.

- (ii) Pre-student teaching experiences shall be in the area of the vocational certificate sought.
- (B) Student teaching. The institution shall provide for each student a student teaching experience involving a period of major responsibility for instruction and learning in the school classroom environment. Student teaching should verify student performance capabilities developed through prior components of the teacher education program.
 - (i) The student teaching experience shall occur in a school or schools accredited by the Central Education Agency and shall be designed in compliance with the Texas Education Code, §13.906, and this subchapter.
 - (I) Admission to and retention in student teaching shall be restricted to students who have met and continue to meet performance standards established by the institution.
 - (II) The number of student teachers assigned to a school or school district shall be limited by the availability of qualified supervising classroom teachers. No more than one student teacher shall be assigned to a supervising teacher during any one time period, whether the period is six weeks, eight weeks, or 12 weeks.
 - (III) Student teaching shall be supervised by both the institution and the school district to guarantee that the needs of students in the learning situation are met.
 - (IV) An institution may design a variety of experiences in student teaching which meet unique needs of students and programs.
 - (V) Student teachers should maintain the same daily schedule and calendar required of the public school supervising teachers to whom they are assigned.
 - (ii) The student teaching experience shall be a minimum of six semester hours credit earned in no fewer than eight weeks of full day assignments.
- (d) Additional requirements for assignment to specialized programs in vocational agriculture are described in Chapter 141 of this title (relating to Teacher Certification).

§137.557 Provisional Vocational Home Economics Certificates.

- (a) The provisional vocational home economics certificate shall be based on completion of a teacher education program as described in §137.551 of this subchapter (relating to Preparation Required in All Programs).
- (b) Academic preparation for the provisional vocational home economics certificate shall consist of 48 semester hours (24 semester hours upper-division courses) of home economics, which must include, but need not be limited to:
 - (1) clothing and textiles - six-12 semester hours;
 - (2) food and nutrition - six-12 semester hours;
 - (3) home management, family economics, and consumer education - nine-12 semester hours;
 - (4) housing (including art related to the home) - six-nine semester hours;
 - (5) human development and the family (including child development, family relations, personal development, home care of the sick, and individuals with special needs) - nine-12 semester hours; and
 - (6) occupational home economics (including competencies in industrial sewing, commercial food service, industrial home management, and child care) - six-nine semester hours.
- (c) The professional development sequence shall consist of 24 semester hours of upper-division courses in three component areas. No more than 12 semester hours, including student teaching, of the professional development sequence may be completed in vocational home economics education courses.
 - (1) Core requirements of a minimum of six semester hours specifically designed for secondary grade levels shall include, but need not be limited to:
 - (A) teaching-learning processes, including measurement and evaluation of student achievement;
 - (B) knowledge and skills concerning the unique needs of special learners such as:
 - (i) impact of cultural, ethnic, language, and social differences upon instructional processes; and

- (ii) characteristics, assessment, least restrictive alternatives, and admission, review and dismissal processes for special students requiring individualized or specialized education programs;
 - (C) legal and ethical aspects of teaching;
 - (D) structure, organization, and management of the American school system, with emphasis upon the state and local structure in Texas; and
 - (E) instructional media and technology.
- (2) Methodology requirements of a minimum of six semester hours shall include, but need not be limited to:
- (A) instructional methods and strategies that emphasize practical applications of the teacher-learning processes;
 - (B) curriculum organization, planning, and evaluation;
 - (C) reading methods or reading instruction in the content areas or both; and
 - (D) basic principles and procedures of classroom management with emphasis on classroom discipline, utilizing group and individual processes as well as different techniques and procedures adapted to the personality of the teacher.
- (3) Field experience requirements of a maximum of 12 semester hours shall provide for the application of teaching-learning theories and shall include:
- (A) Pre-student teaching experiences. A planned sequence of not fewer than 45 clock hours in field experiences shall be a prerequisite for admission to student teaching.
 - (i) Pre-student teaching field experiences shall include observing and working with secondary school children in a school or schools accredited by the Central Education Agency.
 - (ii) Pre-student teaching experiences shall be in the area of the vocational certificate sought.
 - (B) Student teaching. The institution shall provide for each student a student teaching experience involving a period of major responsibility for instruction and learning in the school classroom environment. Student teaching should verify

student performance capabilities developed through prior components of the teacher education program.

- (i) The student teaching experience shall occur in a school or schools accredited by the Central Education Agency and shall be designed in compliance with the Texas Education Code, §13.906, and this subchapter.

- (I) Admission to and retention in student teaching shall be restricted to students who have met and continue to meet performance standards established by the institution.

- (II) The number of student teachers assigned to a school or school district shall be limited by the availability of qualified supervising classroom teachers. No more than one student teacher shall be assigned to a supervising teacher during any one time period, whether the period is six weeks, eight weeks, or 12 weeks.

- (III) Student teaching shall be supervised by both the institution and the school district to guarantee that the needs of students in the learning situation are met.

- (IV) An institution may design a variety of experiences in student teaching which meet unique needs of students and programs.

- (V) Student teachers should maintain the same daily schedule and calendar required of the public school supervising teachers to whom they are assigned.

- (ii) The student teaching experience shall be a minimum of six semester hours credit earned in no fewer than eight weeks of full day assignments.

- (d) Additional requirements for assignment to specialized programs in vocational home economics are described in Chapter 141 of this title (relating to Teacher Certification).

§137.558 Provisional Vocational Marketing and Distributive Education Certificates.

- (a) The provisional vocational marketing and distributive education certificate shall be based upon completion of a teacher education program as described in §137.551 of this subchapter (relating to Preparation Required in All Programs).

- (b) Academic preparation and work experience required for the provisional vocational marketing and distributive education certificate shall consist of:
 - (1) 48 semester hours (24 semester hours upper-division courses) which must include, but need not be limited to, the following:
 - (A) introduction to business;
 - (B) business communication;
 - (C) business law;
 - (D) elementary accounting;
 - (E) statistics;
 - (F) retailing;
 - (G) marketing;
 - (H) principles of management;
 - (I) principles of advertising; and
 - (J) salesmanship; and
 - (2) two years of wage-earning experience approved by the teacher education institution in one or more of the distributive occupations or one year of wage-earning experience in addition to 1000 clock hours of employment experience supervised by the approved teacher education institution.
- (c) The professional development sequence shall require 24 semester hours of upper-division courses in three component areas. No more than 12 semester hours, including student teaching, of the professional development sequence may be completed in vocational marketing and distributive education courses.
 - (1) Core requirements of a minimum of six semester hours specifically designed for secondary grade levels shall include, but need not be limited to:
 - (A) teaching-learning processes, including measurement and evaluation of student achievement;
 - (B) knowledge and skills concerning the unique needs of special learners, such as:
 - (i) impact of cultural, ethnic, language, and social differences upon instructional processes; and

- (ii) characteristics, assessment, least restrictive alternatives, and admission, review, and dismissal processes for special students requiring individualized or specialized education programs;
 - (C) legal and ethical aspects of teaching;
 - (D) structure, organization, and management of the American school system, with emphasis upon the state and local structure in Texas; and
 - (E) instructional media and technology.
- (2) Methodology requirements of a minimum of six semester hours shall include, but need not be limited to:
- (A) instructional methods and strategies that emphasize practical application of the teaching-learning processes;
 - (B) curriculum organization, planning, and evaluation;
 - (C) reading methods or reading instruction in the content areas or both; and
 - (D) basic principles and procedures of classroom management with emphasis on classroom discipline, utilizing group and individual processes as well as different techniques and procedures that may be adapted to the personality of the teacher.
- (3) Field experience requirements of a maximum of 12 semester hours shall provide for the application of teaching-learning theories and shall include:
- (A) Pre-student teaching experiences. A planned sequence of not fewer than 45 clock hours in field experiences shall be a prerequisite for admission to student teaching.
 - (i) Pre-student teaching field experiences shall include observing and working with secondary school children in a school or schools accredited by the Central Education Agency.
 - (ii) Pre-student teaching experiences shall be in the area of the vocational certificate sought.
 - (B) Student teaching. The institution shall provide for each student a student teaching experience involving a period of major responsibility for instruction and learning in the school classroom environment. Student teaching should verify student performance capabilities developed

through prior components of the teacher education program.

- (i) The student teaching experience shall occur in a school or schools accredited by the Central Education Agency and shall be designed in compliance with the Texas Education Code, §13.906, and this subchapter.
 - (I) Admission to and retention in student teaching shall be restricted to students who have met and continue to meet performance standards established by the institution.
 - (II) The number of student teachers assigned to a school or school district shall be limited by the availability of qualified supervising classroom teachers. No more than one student teacher shall be assigned to a supervising teacher during any one time period, whether the period is six weeks, eight weeks, or 12 weeks.
 - (III) Student teaching shall be supervised by both the institution and the school district to guarantee that the needs of students in the learning situation are met.
 - (IV) An institution may design a variety of experiences in student teaching which meet unique needs of students and programs.
 - (V) Student teachers should maintain the same daily schedule and calendar required of the public school supervising teachers to whom they are assigned.
 - (ii) The student teaching experience shall be a minimum of six semester hours credit earned in no fewer than eight weeks of full day assignments.
- (d) Additional requirements for assignment to specialized programs in vocational marketing and distributive education are described in Chapter 141 of this title (relating to Teacher Certification).

§137.559 Endorsements.

- (a) Endorsements to Texas teacher certificates shall be classified into delivery system areas and special service areas.
- (b) Requirements for endorsements shall include the following unless

otherwise specified:

- (1) bachelor's degree from an accredited institution;
 - (2) valid, designated Texas teacher certificate; and
 - (3) completion of approved program requirements for the endorsement sought.
- (c) Program requirements for endorsement in delivery system areas.
- (1) Bilingual education.
 - (A) Certificate requirements. The bilingual education endorsement may be added to valid provisional teacher certificates, provisional special education certificates, or provisional vocational certificates which require a college degree.
 - (B) Professional development. The professional development sequence for the bilingual education endorsement shall consist of:
 - (i) Oral and written proficiency in the language of the target population as measured by examinations approved by the Central Education Agency.
 - (I) Oral proficiency shall be determined by the Language Proficiency Interview (LPI) with a passing score of level three.
 - (II) Written proficiency shall be determined by the College Level Examination Program (CLEP) with a passing score of 50.
 - (ii) 12 semester hours at the graduate or undergraduate level earned after the bachelor's degree in the following areas:
 - (I) language acquisition and development in childhood (psycholinguistics);
 - (II) teaching language arts and reading in the language of the target population;
 - (III) teaching English as a second language, including reading and oral communication; and
 - (IV) teaching mathematics, science, and social studies in the language of the target population.

- (iii) One year of successful classroom teaching experience on a permit in an approved bilingual education program.
- (2) Kindergarten.
 - (A) Certificate requirement. The kindergarten endorsement may be added to valid provisional teacher certificates with elementary or all-level options, provisional special education certificates, or provisional vocational home economics certificates which require a college degree.
 - (B) Professional development. The professional development sequence for the kindergarten endorsement shall consist of:
 - (i) nine semester hours of kindergarten education; and
 - (ii) three semester hours of kindergarten student teaching; or one year of successful kindergarten teaching experience on a permit in an accredited school and three additional semester hours of kindergarten education. Teaching or student teaching in a multi-age class which includes kindergarten shall be acceptable as appropriate experience.
- (3) Severely emotionally disturbed and autistic.
 - (A) Certificate requirements. The severely emotionally disturbed and autistic endorsement may be added only to provisional special education certificates or to provisional teacher certificates with an elementary or secondary option in generic special education.
 - (B) Professional development. The professional development sequence for the severely emotionally disturbed and autistic endorsement shall consist of:
 - (i) 15 semester hours directly related to teaching the severely emotionally disturbed and autistic; and
 - (ii) three semester hours of a practicum working with the severely emotionally disturbed or autistic; or one year of successful experience on a permit teaching the severely emotionally disturbed or autistic, and three additional semester hours directly related to teaching the severely emotionally disturbed or autistic.
- (4) Severely and profoundly handicapped.
 - (A) Certificate requirement. The severely and profoundly

handicapped endorsement may be added only to provisional special education certificates or to provisional teacher certificates with an elementary or secondary option in generic special education.

- (B) Professional development. The professional development sequence for the severely and profoundly handicapped endorsement shall consist of:

- (i) 12 semester hours directly related to teaching the severely and profoundly handicapped which shall include six semester hours of field experience in a Central Education Agency accredited or approved school, agency, or institution; or
- (ii) two years of successful experience on a permit teaching the severely and profoundly handicapped, including but not limited to deaf/blind children, in a Central Education Agency accredited or approved school, agency, or institution and six semester hours directly related to teaching the severely/profoundly handicapped.

- (5) Visually handicapped.

- (A) Certificate requirement. The visually handicapped endorsement may be added only to provisional special education certificates or to provisional teacher certificates with an elementary or secondary option in generic special education.

- (B) Professional development. The professional development sequence for the visually handicapped endorsement shall consist of:

- (i) 15 semester hours directly related to teaching the visually handicapped which must include, but need not be limited to:
 - (I) physiological, psychological, and social factors of blindness;
 - (II) literary braille (grade II);
 - (III) special braille notations (including nemeth code, braille music, scientific notation, formal and foreign language);
 - (IV) media, materials, and adaptations;

- (V) methods of instruction (including low vision, orientation and mobility, vocational and career exploration, and multi-handicapped);
 - (VI) assessment and programming; and
 - (VII) intervention and parent training; and
 - (ii) three semester hours of a practicum working with the visually handicapped; or one year of successful experience on a permit teaching the visually handicapped, and three additional semester hours directly related to teaching the visually handicapped.
- (d) Program requirements for endorsements in special service areas.
- (1) Driver education.
- (A) Certificate requirement. The driver education endorsement may be added to valid provisional teacher certificates, provisional special education certificates, or provisional vocational education certificates which require a college degree.
 - (B) Professional development. The professional development sequence for the driver education endorsement shall consist of six semester hours which may include, but need not be limited to:
 - (i) driver and pedestrian attitudes, capabilities, and responsibilities;
 - (ii) automobile operation and maintenance;
 - (iii) defensive driving procedures;
 - (iv) state motor vehicle laws and city ordinances;
 - (v) street and highway characteristics; and
 - (vi) supervised student teaching in developing driving skills in non-drivers.
 - (C) Additional certification requirements shall include:
 - (i) valid Texas driver's license; and
 - (ii) driving record for the three-year period immediately preceding application which meets the evaluation standards established for Texas school bus drivers.

(2) English as a second language (ESL).

- (A) Certificate requirement. The English as a second language (ESL) endorsement may be added to valid provisional teacher certificates, provisional special education certificates, or provisional vocational education certificates which require a college degree.
- (B) Professional development. The professional development sequence for the English as a second language endorsement shall consist of:
 - (i) 12 semester hours which must include studies in:
 - (I) language acquisition and development (psycho-linguistics);
 - (II) methods of teaching English as a second language; and
 - (III) descriptive/contrastive linguistics; and
 - (ii) evidence of a successful student teaching experience in an approved ESL program. The requirement for student teaching may be waived with one year of successful classroom teaching experience on a permit in an approved ESL or bilingual education program.

(3) Learning resources.

- (A) Certificate requirement. The learning resources endorsement may be added to valid provisional teacher certificates, provisional special education certificates, or provisional vocational education certificates which require a college degree.
- (B) Professional development. The professional development sequence for the learning resources endorsement shall consist of:
 - (i) 18 semester hours (12 semester hours upper-division courses) which must include, but need not be limited to, the following areas:
 - (I) selection, evaluation, and acquisition of materials in all formats, including multicultural, multiethnic, and multimedia materials;
 - (II) processing and organization of a unified collection of materials;

- (III) instructional design and development;
 - (IV) learning resources center organization and administration;
 - (V) local production of instructional materials;
 - (VI) instructional materials for children and young adults and utilization practices including computer hardware and software; and
 - (VII) reference and bibliography; and
- (ii) three semester hours of a practicum working in a learning resources center. The requirement for three semester hours of a practicum may be waived for students with one year of successful experience on a permit as a full-time public school librarian, and three additional semester hours directly related to learning resources.

§137.560 Effective Date.

- (a) Effective September 1, 1985, all provisional teacher education certificate and endorsement programs must be in compliance with the program requirements described in this subchapter.
- (b) As of the effective date of this subchapter, all institutions seeking initial approval to offer teacher education programs and all new provisional programs must be in compliance with the standards in this subchapter.
- (c) Effective September 1, 1985, no students may be admitted to provisional certification or endorsement programs based on previous standards.
- (d) Individuals pursuing provisional certification or endorsement programs based on Central Education Agency evaluations or college or university plans issued under previous standards must complete all requirements and apply for certification on or before September 1, 1987.

SUBCHAPTER T. 1984 REQUIREMENTS FOR PROVISIONAL
CERTIFICATES AND SPECIALIZED ASSIGNMENTS OR PROGRAMS

Source: The provisions of this Subchapter T adopted April 1984 unless otherwise noted.

§141.451 General Provisions.

- (a) Provisional teacher certificates, provisional special education certificates, provisional vocational certificates, and endorsement areas based on completion of an approved teacher education program shall require:
 - (1) completion of at least a baccalaureate degree and, for certain vocational certificates, preparation and experience in a skill area as specified;
 - (2) recommendation by an approved teacher education institution; and
 - (3) submission of a satisfactory passing score on a comprehensive examination prescribed by the State Board of Education under the provisions of §141.421 of this chapter (relating to Testing Requirements).
- (b) Provisional vocational certificates based on experience and preparation in a skill area shall require:
 - (1) preparation and experience in a skill area and, for certain vocational certificates, completion of a baccalaureate degree;
 - (2) submission of official transcripts which verify completion of all State Board of Education requirements; and
 - (3) for each certificate requiring completion of an approved teacher education program, submission of a satisfactory passing score on a comprehensive examination prescribed by the State Board of Education under the provisions of §141.421 of this chapter (relating to Testing Requirements).
- (c) In accordance with §141.2(b)(2) of this chapter (relating to Classes of Certificates), the provisional certificate shall be valid for three years and renewable once for three additional years of validity. Renewal of provisional vocational certificates based on experience and preparation in a skill area shall require completion of two Central Education Agency-sponsored workshops or six semester hours from an approved institution or a combination. Workshops or courses completed to renew a provisional vocational certificate must be in the area of the certificate or assignment.

- (d) The addition to a provisional certificate of a new certification area which requires completion of an approved teacher education program shall require submission of a satisfactory passing score on a comprehensive examination prescribed by the State Board of Education under the provisions of §141.421 of this chapter (relating to Testing Requirements). The expiration date for a certificate area added under this provision shall be the expiration date of the provisional certificate to which the area is added.

§141.452 Specific Requirements for Provisional Certificates and Endorsements.

- (a) The following certificates require completion of an approved teacher education program:
- (1) Provisional teacher certificate--elementary. This certificate is based on completion of an approved program offered in accordance with §137.552 of this title (relating to Provisional Teacher Certificate--Elementary).
 - (2) Provisional teacher certificate--secondary. This certificate is based on completion of an approved program offered in accordance with §137.553 of this title (relating to Provisional Teacher Certificate--Secondary).
 - (3) Provisional teacher certificate--all-level. This certificate is based on completion of an approved program offered in accordance with §137.554 of this title (relating to Provisional Teacher Certificate--All-Level).
 - (4) Provisional special education certificates. These certificates are based on completion of an approved program offered in accordance with §137.555 of this title (relating to Provisional Special Education Certificates).
 - (5) Provisional vocational agriculture certificate. This certificate is based on completion of an approved program offered in accordance with §137.556 of this title (relating to Provisional Vocational Agriculture Certificate).
- (b) The following certificates require either completion of an approved teacher education program or completion of requirements based on experience and preparation in the skill area:
- (1) Provisional vocational home economics certificate. This certificate requires one of the following:
 - (A) completion of an approved program offered in accordance with §137.557 of this title (relating to Provisional Vocational Home Economics Certificate); or

- (B) completion of requirements in §141.453(b) of this title (relating to Specific Requirements for Provisional Vocational Certificates Based on Experience and Preparation in Skill Areas).
- (2) Provisional vocational marketing and distributive education certificate. This certificate requires one of the following:
 - (A) completion of an approved program offered in accordance with §137.558 of this title (relating to Provisional Vocational Marketing and Distributive Education Certificate); or
 - (B) completion of requirements in §141.453(c) of this title (relating to Specific Requirements for Provisional Vocational Certificates Based on Experience and Preparation in Skill Areas).
- (c) All endorsements require completion of an approved program offered in accordance with §137.559 of this title (relating to Endorsements).

§141.453 Specific Requirements for Provisional Vocational Certificates Based on Experience and Preparation in Skill Areas.

- (a) Provisional vocational health occupations certificates.
 - (1) Provisional vocational health occupations certificates shall be based on preparation and experience in the skill area. There shall be two types of vocational health occupations certificates:
 - (A) provisional vocational health occupations/cooperative training; and
 - (B) provisional vocational health occupations/pre-employment laboratory.
 - (2) Certification shall be based on experience and academic preparation in the skill area and shall require all of the following:
 - (A) Bachelor's degree from an accredited institution or demonstrated ability to teach, coordinate, and manage student learning experiences.
 - (B) Licensure or certification by a state authorized or nationally recognized accrediting agency as a professional practitioner in one or more health occupations for which instruction is offered. The preparation program for licensure or certification must require at least 24 months of formal education.

- (C) Completion of State Board of Education requirements in United States and Texas constitutions.
 - (D) Two years of employment experience approved by the Central Education Agency in a licensed hospital or health agency, in addition to that required to be registered or certified.
- (3) The professional development component for each certification area shall consist of 14-18 semester hours completed in an approved institution and two years of teaching experience on emergency teaching permits in the area of health occupations.
- (A) The provisional vocational health occupations/cooperative training certificate shall require a professional development sequence which shall include, but need not be limited to, the following:
 - (i) development, organization, and use of instructional materials;
 - (ii) methods of teaching vocational subjects;
 - (iii) human relations for vocational industrial instructors;
 - (iv) aims and objectives of vocational education;
 - (v) organization and coordination of vocational industrial cooperative programs; and
 - (vi) problems in industrial cooperative education.
 - (B) The provisional vocational health occupations/pre-employment laboratory certificate shall require a professional development sequence which shall include, but need not be limited to, the following:
 - (i) development, organization, and use of instructional materials;
 - (ii) methods of teaching vocational subjects;
 - (iii) human relations for vocational industrial instructors;
 - (iv) aims and objectives of vocational education;
 - (v) organization and management of instructional environment; and

- (vi) analysis and course making.
- (b) Provisional vocational home economics--pre-employment laboratory certificate.
 - (1) The provisional vocational home economics--pre-employment laboratory certificate shall be based on preparation and experience in the skill area and shall require:
 - (A) bachelor's degree from an accredited institution;
 - (B) completion of State Board of Education requirements in United States and Texas constitutions;
 - (C) three years of wage-earning experience approved by the Central Education Agency in one of the occupations for which instruction is offered;
 - (D) completion of the 24 semester hour professional development sequence required for the provisional vocational home economics certificate from an institution with an approved program in vocational home economics;
 - (E) two years of teaching experience on emergency teaching permits issued by the Central Education Agency; and
 - (F) completion of two Central Education Agency-sponsored workshops for teachers assigned to pre-employment laboratory, coordinated vocational-academic education (CVAE), or vocational education for the handicapped (VEH) in vocational home economics or completion of six semester hours of specified upper-division technical home economics education courses from an approved institution in the area of occupational home economics, including working with students with special needs. The six semester hours shall be in addition to the specified 24 semester hours of professional development.
 - (2) Assignments based on this certificate shall be limited to pre-employment laboratory, coordinated vocational-academic education, and vocational education for the handicapped programs in vocational home economics.
- (c) Provisional vocational marketing and distributive education certificate.
 - (1) The provisional vocational marketing and distributive education certificate may be based on the program requirements described in §137.558 of this title (relating to Provisional Vocational Marketing and Distributive Education Certificate) or preparation and experience in the skill area.

- (2) Certification based on preparation and experience in the skill area shall require:
 - (A) completion of a bachelor's degree from an accredited institution with evidence of six semester hours of courses in retailing and marketing;
 - (B) completion of State Board of Education requirements in United States and Texas constitutions;
 - (C) two years of wage-earning experience approved by the Central Education Agency in one or more of the distributive occupations;
 - (D) completion of 12 semester hours of professional development from an institution with an approved program in marketing and distributive education which must include, but need not be limited to, the following:
 - (i) history and philosophy of vocational education;
 - (ii) methods of teaching marketing and distributive education;
 - (iii) organization and management of marketing and distributive education programs; and
 - (iv) techniques for coordination of marketing and distributive education programs; and
 - (E) two years of teaching experience on emergency teaching permits in the area of marketing and distributive education.
 - (3) The provisional vocational marketing and distributive education certificate shall establish eligibility to teach cooperative training, coordinated vocational-academic education, pre-employment laboratory, and vocational education for the handicapped in marketing and distributive education.
- (d) Provisional vocational office education certificates.
- (1) Provisional vocational office education certificates shall be based on preparation and experience in the skill area and professional development. There shall be three certificates issued:
 - (A) provisional vocational office education certificate, which shall be required to teach cooperative training and pre-employment laboratory programs;

- (B) provisional vocational office education--CVAE/VEH certificate, which shall be required to teach CVAE and VEH programs; and
- (C) provisional vocational data processing certificate, which shall be required to teach cooperative training and pre-employment laboratory programs in data processing.

(2) Academic specialization.

- (A) Provisional vocational office education certificate. This certificate requires the following:

- (i) bachelor's degree with the equivalent of a major or minor in business from an accredited institution;
- (ii) completion of State Board of Education requirements in United States and Texas constitutions; and
- (iii) two years of wage-earning experience approved by the Central Education Agency in office occupations.

- (B) Provisional vocational office education--CVAE/VEH certificate.

- (i) Option I. Option I requires the following:

- (I) bachelor's degree from an accredited institution;
- (II) completion of State Board of Education requirements in United States and Texas constitutions; and
- (III) two years of wage-earning experience approved by the Central Education Agency in office occupations.

- (ii) Option II. Option II requires the following:

- (I) high school diploma or equivalent;
- (II) completion of State Board of Education requirements in United States and Texas constitutions; and
- (III) five years of successful wage-earning experience approved by the Central Education Agency in office occupations.

(C) Provisional vocational data processing certificate.

(i) Option I. Option I requires the following:

- (I) bachelor's degree from an accredited institution;
- (II) completion of State Board of Education requirements in United States and Texas constitutions; and
- (III) two years of wage-earning experience approved by the Central Education Agency in data processing, one of which must be continuous and full-time.

(ii) Option II. Option II requires the following:

- (I) high school diploma or equivalent;
- (II) completion of State Board of Education requirements in United States and Texas constitutions;
- (III) two years of post-high school education or training in technical, scientific, or mathematical fields; and
- (IV) three years of wage-earning experience approved by the Central Education Agency in data processing, one of which must be continuous and full-time.

(3) Professional development. The professional development component for each certification area shall be completed in an approved institution and shall include the following:

(A) Provisional vocational office education certificate. This certificate requires the following:

- (i) completion of a minimum of 12 semester hours of professional development, which must include, but need not be limited to:
 - (I) instructional strategies;
 - (II) history and philosophy of vocational education;
 - (III) occupational analysis; and
 - (IV) organization and implementation of cooperative office education;

- (ii) completion of Central Education Agency-sponsored workshop in management of vocational office education programs; and
 - (iii) two years of successful teaching experience on emergency teaching permits in the area of vocational office education.
- (B) Provisional vocational office education--CVAE/VEH certificate. This certificate requires the following:
 - (i) completion of a minimum of nine semester hours of professional development, which must include, but need not be limited to:
 - (I) instructional strategies;
 - (II) history and philosophy of vocational education; and
 - (III) occupational analysis;
 - (ii) completion of two Central Education Agency-sponsored workshops in the following:
 - (I) management of vocational office education; and
 - (II) teaching procedures and machines; and
 - (iii) two years of successful teaching experience on emergency teaching permits in the area of vocational office education.
- (C) Provisional vocational data processing certificate. This certificate requires the following:
 - (i) completion of a minimum of nine semester hours of professional development, which must include, but need not be limited to:
 - (I) instructional strategies;
 - (II) history and philosophy of vocational education; and
 - (III) occupational analysis;
 - (ii) completion of Central Education Agency-sponsored workshop in management of vocational office education programs; and

- (iii) two years of successful teaching experience on emergency teaching permits in vocational data processing.
- (e) Provisional vocational occupational orientation certificate.
 - (1) General provision. The provisional vocational occupational orientation certificate shall be based on preparation and experience in occupational fields for which vocational education is offered and professional development.
 - (2) Academic specialization.
 - (A) bachelor's degree from an accredited institution;
 - (B) completion of State Board of Education requirements in United States and Texas constitutions; and
 - (C) work experience as indicated for approval to teach the following:
 - (i) occupational investigation - two years of wage-earning experience, other than teaching, approved by the Central Education Agency in one or more occupations for which occupational education may be conducted.
 - (ii) occupational exploration - two years of wage-earning experience, other than teaching, approved by the Central Education Agency in the occupational field or cluster for which instruction is offered.
 - (3) Professional development. The professional development component shall be completed in an approved institution and shall require:
 - (A) completion of 15 semester hours, which must include, but need not be limited to:
 - (i) history and principles of vocational education;
 - (ii) methods and media for teaching vocational subjects;
 - (iii) occupational and vocational education information;
 - (iv) planning and organizing programs of vocational guidance; and
 - (v) class and laboratory organization and management; and

- (B) two years of successful teaching experience on emergency teaching permits in the area of vocational occupational orientation.
- (f) Provisional vocational trades and industry--cooperative training certificates.
 - (1) Types of certificates. Provisional vocational trades and industry certificates shall be based on preparation and experience in the skill area or areas and professional development. There shall be three certificates issued for vocational trades and industry cooperative training programs:
 - (A) provisional vocational trades and industry--cooperative training;
 - (B) provisional vocational trades and industry--CVAE/coop; and
 - (C) provisional vocational trades and industry--VEH/coop.
 - (2) Academic specialization.
 - (A) Provisional vocational trades and industry--cooperative training. This certificate requires the following:
 - (i) bachelor's degree from an accredited institution;
 - (ii) completion of State Board of Education requirements in United States and Texas constitutions;
 - (iii) two years of teaching experience in a secondary school or other leadership experience and training, together with the maturity needed to perform satisfactorily as a teacher-coordinator; and
 - (iv) three years of full-time wage-earning experience approved by the Central Education Agency in one or more industrial occupations or skilled trades. One year must be continuous employment in a single occupation or trade.
 - (B) Provisional vocational trades and industry--CVAE/coop and provisional vocational trades and industry--VEH/coop. This certificate requires the following:
 - (i) bachelor's degree from an accredited institution;
 - (ii) completion of State Board of Education requirements in United States and Texas constitutions;

- (iii) two years of teaching experience in a secondary school or other leadership experience and training, together with the maturity needed to perform satisfactorily as a teacher-coordinator; and
 - (iv) two years of full-time wage-earning experience approved by the Central Education Agency in two or more occupations to be taught.
 - (3) Professional development. The professional development component shall be completed in an approved institution and shall consist of:
 - (A) completion of 14-18 semester hours of professional development which must include but shall not be limited to:
 - (i) development, organization, and use of instructional materials;
 - (ii) methods of teaching vocational subjects;
 - (iii) organization and coordination of vocational industrial cooperative education programs;
 - (iv) human relations for vocational industrial instructors;
 - (v) aims and objectives of vocational education; and
 - (vi) problems in industrial cooperative education; and
 - (B) two years of successful experience teaching cooperative training programs on emergency teaching permits in the area of the certificate sought.
- (g) Provisional vocational trades and industry--pre-employment laboratory certificates.
 - (1) Types of certificates. Provisional vocational trades and industry certificates shall be based on preparation and experience in the skill area or areas and professional development. There shall be three certificates issued for vocational trades and industry pre-employment laboratory program teachers:
 - (A) provisional vocational trades and industry--pre-employment laboratory;
 - (B) provisional vocational trades and industry--CVAE/Pre-employment laboratory; and

- (C) provisional vocational trades and industry--VEH/Pre-employment laboratory.

(2) Academic specialization.

- (A) Provisional vocational trades and industry--pre-employment laboratory.

- (i) Option I. Option I requires the following:

- (I) bachelor's degree from an accredited institution;
 - (II) completion of State Board of Education requirements in United States and Texas constitutions; and
 - (III) three years of full-time wage-earning experience approved by the Central Education Agency in the occupation or skilled trade to be taught.

- (ii) Option II. Option II requires the following:

- (I) high school diploma or equivalent;
 - (II) completion of State Board of Education requirements in United States and Texas constitutions; and
 - (III) five years of full-time wage-earning experience approved by the Central Education Agency in the occupation or skilled trade to be taught.

- (iii) Cosmetology teachers. Cosmetology teachers approved under options I or II must satisfy the following additional requirements:

- (I) three years of full-time wage-earning experience as a licensed cosmetologist; and
 - (II) current cosmetology instructor's license issued by the Texas Cosmetology Commission.

- (B) Provisional vocational trades and industry--CVAE/pre-employment laboratory and provisional vocational trades and industry--VEH/pre-employment laboratory.

- (i) Option I. Option I requires the following:

- (I) bachelor's degree from an accredited institution;

- (II) completion of State Board of Education requirements in United States and Texas constitutions; and
 - (III) two years of full-time wage-earning experience approved by the Central Education Agency in one or more areas of the occupational cluster to be taught. One year must be in the prominent area to be taught in the occupational cluster.
- (ii) Option II. Option II requires the following:
- (I) high school diploma or equivalent;
 - (II) completion of State Board of Education requirements in United States and Texas constitutions; and
 - (III) five years of wage-earning experience approved by the Central Education Agency in one or more areas of the occupational cluster to be taught. Two years must be in the predominant area to be taught in the occupational cluster.
- (3) Professional development. The professional development component shall be completed in an approved institution and shall consist of:
- (A) completion of 14-18 semester hours of professional development, which must include, but need not be limited to:
 - (i) development, organization, and use of instructional materials;
 - (ii) methods of teaching vocational subjects;
 - (iii) organization and management of instructional environment;
 - (iv) human relations for vocational industrial instructors;
 - (v) aims and objectives of vocational education; and
 - (vi) analysis and course making; and
 - (B) two years of successful experience teaching CVAE/pre-employment laboratory or VEH/pre-employment laboratory programs on emergency teaching permits in the area of the certificate sought.

§141.454 Eligibility Requirements for Specialized Assignments or Programs.

- (a) Eligibility for assignment to teach in specialized assignments or programs shall be determined by completion of appropriate requirements stated in this section.
- (b) No additional certificate or endorsement shall be issued beyond the required certificate for eligibility to teach specialized assignments or programs identified in this section.
- (c) Courses taken to satisfy eligibility requirements stated in this section may be taken concurrently with, but must be in addition to, courses required for the provisional certificate.
- (d) Requirements for eligibility to teach in specialized assignments or programs shall be as follows:
 - (1) Vocational adjustment coordinator.
 - (A) valid provisional teacher certificate with a delivery system in generic special education; and
 - (B) completion of six semester hours of special education in the area of vocational exploration for the handicapped.
 - (2) Vocational agriculture.
 - (A) Ornamental horticulture. Eligibility to teach shall require a valid provisional vocational agriculture certificate for ornamental horticulture. No additional course or workshop shall be required for assignment to pre-employment laboratory, coordinated-vocational academic education, or vocational education for the handicapped programs in horticulture.
 - (B) Cooperative training programs. Eligibility to teach shall require a valid provisional vocational agriculture certificate and one of the following:
 - (i) Central Education Agency-sponsored workshop designed to provide specialized training for teachers assigned to implement and conduct cooperative training programs; or
 - (ii) three semester hours of agriculture education in the area of the special vocational agriculture program.
 - (C) Pre-employment laboratory education (PELE), coordinated

vocational-academic education (CVAE), and vocational education for the handicapped (VEH). Eligibility to teach shall require a valid Texas vocational agriculture certificate for production agriculture and one of the following:

- (i) Central Education Agency-sponsored workshop designed to provide specialized training for teachers assigned to teach pre-employment; or
 - (ii) six semester hours of technical agriculture in the area of the special vocational agriculture program.
- (D) Central Education Agency-sponsored workshops shall be conducted by institutions approved for the preparation of vocational agriculture teachers.
- (3) Vocational home economics.
- (A) Cooperative training. Eligibility to teach cooperative training shall require a valid provisional vocational home economics certificate and one of the following:
- (i) Option I. Option I requires the following:
 - (I) completion of one Central Education Agency-sponsored workshop for teachers assigned to implement and conduct home economics cooperative training; or
 - (II) completion of six semester hours of upper-division home economics education courses from an approved institution in the area of occupational home economics related to teaching secondary students, including students with special needs.
 - (ii) Option II. Option II requires the following:
 - (I) two years of wage-earning experience approved by the Central Education Agency in one of the occupations for which instruction is offered; and
 - (II) completion of one Central Education Agency-sponsored workshop for teachers assigned to implement and conduct home economics cooperative training, or completion of three semester hours of an upper-division home economics course from an approved institution in the area of occupational home economics related to teaching secondary students, including students with special needs.

(B) Pre-employment laboratory education (PELE), coordinated vocational-academic education (CVAE), and vocational education for the handicapped (VEH). Eligibility to teach PELE, CVAE, and VEH in vocational home economics shall require a valid provisional vocational home economics certificate and one of the following:

(i) Option I. Option I requires the following:

(I) completion of two Central Education Agency-sponsored workshops for teachers assigned to teach PELE, CVAE, and VEH in vocational home economics; or

(II) completion of six semester hours of upper-division home economics education courses from an approved institution in the area of occupational home economics related to teaching secondary students, including students with special needs.

(ii) Option II. Option II requires the following:

(I) two years of wage-earning experience approved by the Central Education Agency in one of the occupations for which instruction is offered; and

(II) completion of two Central Education Agency-sponsored workshops for teachers assigned to teach PELE, CVAE, and VEH in vocational home economics, or completion of three semester hours of an upper-division technical home economics education course from an approved institution related to teaching secondary students, including students with special needs.

(C) Workshops conducted by approved institutions. Central Education Agency-sponsored workshops shall be conducted by institutions approved for the preparation of vocational home economics teachers.

§141.455 Effective Date.

(a) The requirements in this subchapter shall become effective September 1, 1985.

(b) Effective September 1, 1985, no new Central Education Agency evaluations or college or university plans based on previous standards may be prepared.

- (c) Individuals pursuing requirements for provisional certificates or specialized assignments or programs based on Central Education Agency evaluations or college or university plans issued under previous standards must complete all requirements and apply for certification on or before September 1, 1987.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.



Texas Education Agency
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